



**SCHOOL ADJUSTMENT AMONG TRUANTS AND
NON-TRUANTS STUDYING IN GOVERNMENT
AND PRIVATE SCHOOLS**

DISSERTATION SUBMITTED FOR THE DEGREE OF

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IN

PSYCHOLOGY

BY

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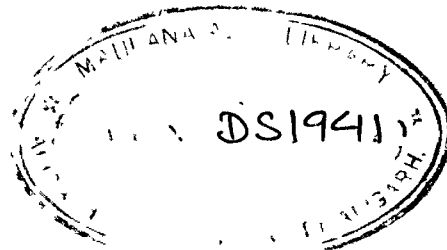
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Certified that Mr. Mohd Irfan has carried out his research on the topic "School Adjustment Among Truants and Non-truants Studying in Government and Private Schools". He has worked under my Supervision, I think his research work is upto standard for the award of M.Phil. in Psychology.

A handwritten signature in cursive script, appearing to read 'M. Qasim Husain'.

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ADJUSTMENT INVENTORY FOR SCHOOL STUDENTS

By Sinha & Singh

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CHAPTER -I

INTRODUCTION

(i) Reasons for and Objective of the Investigation:

The investigator picked up the present problem "School Adjustment among Truants and Non-truants studying in Government and Private Schools" partly influenced by the brilliant remark of Chauhan (1968) that there are mainly three background factors contributing to truancy; home, school and ecological and partly due to the influence of the following researches:

Gibbion, J. (1968) who found school and social maladjustments as factors contributing to truancy.

Jain, S. (1969) who found: (a) that the incidence of truancy was significantly higher in private managed institutions than in government institutions; (b) that truant boys absent themselves more often because of social factors.

Thabore (1972) who found that truants had inferior school and family adjustment than non-truants.

Moos & Moos (1978) who emphasised on the students perception of the social environment of the school and their absences.

Trickett & Moos (1979) who found correlation between perception of social environment of the classroom with students satisfaction and mood and considered as a probable cause of truancy.

Other reasons and motivating factors for the present problem was the importance of truancy as a source of national wastage of money, manpower and talents.

The present investigation has been taken up with the aim and objective of finding out some potent causative factors which may be beneficial in its treatment and erradication.

(ii) Meaing and Nature of Important Terms:

The problem is mainly concerned with three basic concepts namely, adjustment, truancy and types of school. It is, therefore, necessary to explain and discuss underlying factors in each of the above three concepts and terms.

We will take up the truancy first, then adjustment with specific concern to school adjustment. Two types of school government and private will be discussed at the end of the present introductory chapter.

A. TRUANCY:

(i) Definition and Nature:

Truancy is an old problem because compulsion to attend school has a long history i .e. compulsory attendance requirements in the United Kingdom dateback

to 1870. By 1880, school attendance was required by 20 of the local boards created to regulate public schools. Through time the compulsory education age has increased from 13 to 16 years (Inner London Education Authority 1981a). In 1980a all 50 states had some participation requirement with the maximum age ranging between 14 and 18 years. The compulsory education act of 1974 established compulsory attendance for youth between 6 and 16 years of age in Canada (White head Marshall 1980). In India, un systematic ill planned abortive efforts have been made to make primary education compulsory and also attendance of the students at primary level without any fruitful results. Indian socio-economic conditions aided by illiteracy of the parents has added to the failure at this front.

Inspite of its long standing, truancy is a comparatively less explored area of research. In its strictest sense, school truancy has been defined as student's absence from school without parents knowledge or approval. In accordance with more common usage truancy has referred to student's absenteeism for unaccetable reasons, irrespective of whether it is known to or approved by the parents.

It has been viewed and defined differently by the researchers. Halen Witmer and Sylvia Stanton (1935) told

that, next to the theft, truancy is most frequent of juvenile offences and often marks the beginning of a delinquent career. Burt, C. (1938) describes truancy as "the first step of the downward stairs to crime. As such persistent truancy must be seen as a behaviour disorder, rather than as laziness or mischief".

Teagarden and Cohen (1940) have dealt with the functional aspect of truancy, they consider it the first break outside family discipline and a reaction against the school attendance and humiliating situation. Sheldon and Gluck (1952) considered, "truancy as a deviation from school discipline, demands of society etc." Similarly Neumeyer (1955) Ocsar (1955) considered, "Truancy as a prolonged absence from school with or without the consent of parents". Defining Truancy Neumeyer (1955) cites the California Educational Code, which defines truant as, "Any child, between ages 8 to 15, who has been absent from school without valid cause more than three days or tardy more than three days". Similarly, Tyerman (1955) defined, "Truancy are children who absent from school without lawful cause and without permission of parents. Their non-attendance is due chiefly to their own initiative, and for purposes of study they must be distinguished from those children whose parents are in the main

directly responsible for their absence; by withholding them from school usually to run errands or help in the house". But in certain cases it is difficult to determine whether the child is a truant or whether the parents have condoned his absence. Sometimes parental supervision may be weak accompanied by apathy and so marked as to constitute connivance.

Kirkpatrick and Townsend (1955) think that truancy is a symptom of family disorganization and state that trancies in younger age, as a rule, are closely dependent upon parental attitude. The child's parents simply may not require him to go to school until they are forced to do so. In the case of adolescent, on the other hand, this is the additional fact that many parents have completely lost control over the child's behaviour".

Croft and Crygir (1956) likewise found that truants and delinquents were viewed very similarly by their peers. Gibbons (1960), Robinson (1961), Johnson (1966), considered "Truancy as the first step in delinquency". Similarly Jain (1968) comments "Delinquency and vagrancy are the offshoot of truancy". While Chauhan (1968) defined truancy "as a consequence and a cause of disorganization. It is more in line with individual and the society in transition. It is

reactive-cum-impulsive effort to get direct or indirect substitute satisfaction for natural urges and needs".

Generally, students absence from school for unexcused reasons is referred to as truancy. Agencies responsible for regulating public schools, frequently adopt compulsory attendance requirements which set expectation for students participation in school and circumstances when students are not required to attend, truancy is a function of these legal mandates. It is common for illegal absence to be considered as truancy, regardless of parental knowledge or support for the child's behaviour. (Inner London Education Authority 1980, Scottish Education Department, 1977).

So we can say truancy is an offence against the law. It is a part of the broader discipline known as Juvenile delinquency. In contrast to other delinquents, however, the truant has neither overtly injured anyone nor damaged any property. His offence is primarily one of omission rather than commission, through from truancy a considerable number of other delinquenties originate.

(ii) Causes of Truancy:

Truancy researches in various fields have mainly focussed around causative factors. Singh (1980), for example, found certain difficiencies in school amenities

and facilities as the cause of truancy. Lehner & Kube (1955) on the other side have found problem homes, emotional instability of parents, violent quarrels between them, parental disinterest, etc. as important factors in truancy.

Chauhan (1968) described there are mainly three ground factors contributing to truancy, home, school and ecological.

Personality development starts from home and it is the home atmosphere which shapes the personality of the child. Family traditions, customs, norms, atmosphere of home, attitudes of parents, sibling relationship etc. all influence the developing child. In case of truants father loves them more. They appear father involved. Mother remain greater agents of punishment to them. Mother's love and affection is more manifest during adolescence only. The truants feel rejected by their parents. They experience extreme helplessness and frustration. On the other hand in the case of non-truants father remains greater agent of punishment to the child. Mother loves the child more and render greater help to him, especially during infancy. Thus he has greater parental protection. Parents of non-truants appear financially better off than those of truants.

In a survey of over twelve hundred school personnel in California, Neil (1979) found unexcused absence from school to be principally ascribed to dislike for and boredom in, the school, social adjustment problems and academic problems. Students themselves expressed similar reasons but in different words. In the nation wide AASA survey (Neil, 1979) administrators in the schools were also questioned. About one fifth of them named the curriculum as most important aspect and also mentioned quality of teachers as potent factor contributing towards truancy.

Since truants characteristically indicated dislike for school and attending the classes, and since administrators have shown concern with the school as a cause of truancy, it is disgusting that research concerned with relevant aspects of social environment of the classroom is scanty. A study, however, in this area by Moos & Moos (1978) is noteworthy, because teachers and students perception of the social environment correlate with the direct outcome measure of number of absence. This contrasts with the work of Trickett & Moos (1979) in which perception of the social environment in the classroom correlate with students satisfaction and mood. Those being possibly but not necessarily causative of truancy. Moos & Moos (1978) found that the students

Chauhan further (1968) described that truancy has greater affinity with ecological background of the school. He reviewed the fact of truants of ecologically better and ecologically poor schools and found that in the former's case activities were more Phantasy-involved. Their more common activities were; going home, attending restaurants and playing. They were less inclined to such subjects, as Mathematics, English and Geography. They aimed only at a clear passing in the examinations. They depended upon tuitions and solved papers for success in the examinations. They were inclined to using foul means to pass for success in the examinations.

In the latter's case they were found more amenable, extensively and intensity to truancy. They had to cover greater home-school distance. There was higher teacher-student ratio. They appeared more or less delinquents. They had a greater liking for playing, cinemagoing-wandering, composing poetry, teasing girls, gambling, stealing, etc. They were more inclined to subjects requiring less serious attention and perserverance. They had better preparation, both in studies and in foul practices like tracing etc. for passing examination.

tend to be absent from class that they perceive as high in level of competition and the teacher control and from classes that teacher perceive as low in teacher support. It points out to the fact that the classroom which are more person oriented as opposed to rule-oriented will be less likely to have students truant.

Whitehead and Marshall (1980) derived certain reasons of truancy which produce new problems. Because school participation is more essential to every individual in each society. When an individual refuses to go to school and such instances become too common in a society it creates problems for the following reasons:

- 1) In case of children's absence from school, they commit an offence, violate the law and defy a widely held expectation that they should be in school. Legal mandates for participation and legal regulations create negative consequences for the child and his family. Furthermore, when children defy the law, it increases the work load for school administrators who must monitor and enforce attendance requirements.

- 2) Truancy is also considered a problem for the reason that absent children cannot benefit from the education programme that the school offers. Truancy also interrupted the "continuity of course content which is

crucial for learning" (Moos & Moos (1978)). Not only does the child miss the educational experience but can become a discouraged learner and withdraw completely. Truants may never gain needed credentials for access to adult roles. This limits the child's opportunities and growth and troubles the community which feels the burden of individuals who have difficulty in succeeding the interruption caused by absenteeism, place extra demands on the educators and detracts from their effectiveness.

3) Truant children are not only missing educational opportunities but they may very well be unsupervised. This generates community concerns about delinquency. Citizens often blame children who are out of school for neighbourhood crime.

4) Many advocates of children, in case of widely spread truancy, find it to be a symptom of school based problems. It shows that the system is not working and children's needs are not being met. It is an indicator that school improvement is needed.

The research on truancy indicate that children choose not to attend school for many reasons. The root cause of absenteeism can be grouped into three types:

1. Those that lie with the child (including the family).

2. Those that lie with school.

3. Those that lie with society (Birman and Natriello 1978).

Because school personnel monitor individual attendance, their focus is primarily on the individual and leads to concern about problems of the child which interfere with participation. Socio-economic factors, psychological problems and academic ability and attainment are frequently found to be related to truancy. Empirical studies indicate that children who miss school often show the characteristics as follows:

- a. They have conflicts at school caused by personality problems (Galloway 1980).
- b. They have serious family, health and economic problems that make education a low priority (Galloway 1980) or make other demands on the child's time (Kaeser and Vanfleet 1977).
- c. They express non-conformist behaviour by being absent (Birman & Natriello 1978), or
- d. They don't do as well as ⁱⁿ school (Galloway, 1980, Kaeser and Vanfleet 1977).

Truancy occurs mainly due to the maladjustment of students. The child of poor capacity, discouraged by

his failure to keep up with his class, by being nagged often by the teachers, by the senior of his fellows, by loss of social prestige and by loss of interest in some of the subjects he is forced to abandon study, becomes a truant, rebels against authority, learns to find his interest satisfied elsewhere and form a habit of anti-social conduct (John Lewis Gillin, 1945).

In a New York city study of truants several years after they were first charged with truancy, the follow-up study was made when the person in question were in their early twenties. Many of them were married. Thirty percent (30%) of the cases were adult delinquents, a percentage much above that of delinquents in the general population. There against a symptom of underlying difficulties was largely unheeded and the results were expensive for society. The school probably was not the significant factor in many of those cases, but the factor that many of these delinquents were retarded in their school, is indicative of difficulties in this direction. It has been estimated that mental inferiority is twenty times as frequent among the truants as among the normal group.

With regard to "heredity" as a cause of crime it appears that although the training may be satisfactory

for the majority of pupils in attendance but it may contribute materially to the maladjustment of fathers e.g. it has not been geared up to their mental capacity. It should also be recognised that in certain instances superior intelligence may be as conducive to delinquency on this score as is mental deficiency. The visiting teachers and other similarly trained persons are invaluable in programmes designed to check the difficulties by lying behind such symptoms as truancy.

Lack of understanding of children's personality, mainly by the teachers has much fundamental importance. "Mirian Vanwaters" in her "Youth conflicts" (1925) has called needed attention to this factor in juvenile delinquency. While the child come to the school with a certain "set" of temperament and character produced in the home before the school gets him and the school, therefore, must not be blamed for the difficulty material with which it sometimes has to deal, yet its task is to correct the difficulties of the home, the greatest failure of the teachers is the lack of what is known popularly as "an understanding heart". This is, of course, constituted of a genuine desire to aid the child and, what is equally indispensable, serviceable knowledge of human nature. All too frequently are teachers possessed of a belief in absolute right and

wrong, in free will, and the intolerance that attend these beliefs. The training of such teachers has been in fields of academic study that they are to retail to the child, while the study of personality has been neglected to the extent that not only the child's personality is in danger of becoming worked, but also the teacher herself is led by popular misconceptions to the brink of mental abnormality.

The extent of truancy, malicious mischief in school, lack of interest, misbehaviour and immorality are mainly due to the stupidity of teacher. Vanwaters (1925) and whole group of modern psychologists and social workers has discovered plenty of cases to indicate that the amount is enormous.

It has been found that truant students are likely than attending students, to have a record of delinquency (Galloway, 1980; Bamber 1979). Truants are characterized with family problems, high mobility and lower ability and attainment (Galloway, 1980; Inner London Education Authority 1981).

Classroom environment is another school based factor which has contributed to truancy. Research by Moos & Moos (1978) indicated that classroom where teachers and students both perceived that the instructional style fosters independence and where the

child receives personnel support are better attended than those classes lacking these qualities.

According to N.S. Chauhan (1968) the school background is the major factor to accomplish the truancy. He divided background factors into three categories

(i) The School:

Truancy is frequent in such schools where interpersonal relationship between the teacher student facilities are inadequate e.g. on an average, a school has twenty one rooms for teaching seven hundred students with only one playground. The teacher-student ratio in majority of the institutions is 1:29. A number of schools suffer from problem of finance, building and suitable locality and the high handedness of the management.

(ii) The Teachers:

Five percent of the total number of teachers are untrained. All of them are over loaded with work. A good majority of them suffers from problems of scanty pay, poor social status, insecurity of job, over crowded classes and intolerable state of indiscipline. These problems of the teachers show that the controlling capacity of the teachers has been reduced to the

minimum and chances of their contribution towards socialization of students have also become very rare.

(iii) The Curriculum and the Truants:

Among the emerging facts of the truants in relation to subjects of the curriculum and examination, Neumyer (1955), Ocsar (1955) and Sheldon and Glueck (1952) emphasized following points:

- i) that the truants remain less inclined to certain subjects which usually require good concentration and intelligence.
- ii) that the truants, unlike the non-truants, remain non-serious to examination, practice labour saving devices, e.g. tracing tuitions etc.
- iii) that the truants, unlike the non-truants, remain less afraid of failures and aim merely at passing or promotion.

B. ADJUSTMENT:

(i) Nature of Adjustment:

Broadly speaking the process of need arousal and satisfaction may be called as adjustment. Observe the behaviour of any person from morning till evening^g and you will find that most of his behaviour represents attempts to fulfil his needs which may be either

physical, psychological or social. Since the process of need arousal continues throughout the life of human beings, he accomplishes it fairly or badly in different ways during his life time.

Historically, the concept of adjustment (adaptation) was biological and was the corner stone of Darwin's theory of evolution. Darwin maintained that only those organisms survive that are best fitted to adopt to the hazards of the ever-changing physical environment. He profounded the theory of "survival of the fittest" into the continue struggle going on among different living beings. The behaviour of organism can correctly be described as reactions to a variety of demands or pressures that are brought to bear upon them in their environment. A great deal of human behaviour can be explained in terms of human action as adaptation to various to various kinds of physical demands. He also adjusts to psychological demands that emerge in the interactional process with other persons in the society. The biologically originated concept of adaptation was borrowed by psychologists and renamed as adjustment because they are primarily more concerned with psychological adjustment than physical adaptation of human beings in society.

Human behaviour is interpreted as adjustment to demands which are basically psychological and influence the personality development of human beings to a great extent. The psychological demands to which a person makes adjustment may be external or internal. There is a large number of internal and external demands that arise in the course of his life and require adjustment.

From the psychological point of view, however, those demands and pressures which arise out of our existence as social beings are of greater importance. The demands in early childhood are simply, mostly physiological, such as food, water, oxygen, nest etc. but become more subtle and complex during adolescence and adulthood when the individual's socialization is completed. The compliance of the demands leads to the approval and positive consequences.

Human beings are born with a number of internal needs, for example, need for water, food, oxygen elimination etc., the frustration and non-satisfaction of which leads to discomfort and sometimes to death. Many of these are physiological needs and in course of development additional internal needs emerge, which are primarily social rather physiological in nature.

Adjustment has been interpreted in two ways: adjustment as achievement and adjustment as a process. Adjustment may be defined as, "A state of life when the individual is more or less in harmony with personal, biological, social and psychological needs and with the demands of the physical environment.

Another definition of adjustment has been given in the Dictionary by Wolman "Adjustment is harmonious relationship with the environment involving the ability to satisfy most of one's needs and meet most of the demands, both physical and social that are put upon one".

According to White (1928) "Adjustment represents compromise between the needs of the individual and demands of the society which he lives in. Individual tendencies must be restricted and channelled in certain directions if the person is to function as a member of the social organism...."

Adjustment is continuous interaction of an individual with himself, with other people, and with his world. These factors are constantly acting upon the individual and influence him. The relationship is reciprocal, for the individual is constantly acting upon them as well.

VIEWS OF ADJUSTMENT:

For clear understanding of the psychological concept of adjustment, it is necessary to adopt some more or less consistent view point concerning basic human nature. There are three views:

1) The Moral View:

Every society in the course of its development evolve certain moral values which are transmitted to the next generations. These moral values provide guidelines for human behaviour and a criteria for evaluating the quality of one's adjustment in society.

Freud took the position on human moral nature that the people are governed by instinctive or biologically based forces of the negative type. Freud's view that human nature is innately evil. They have emphasized the importance of the adaptive and rational capacities of human beings.

Neo-Freudians place much less emphasis on the biological or innate components of basic human needs. They are concerned more with needs produced by the demands of the interpersonal and social environment. In the humanistic view people are seen not as innately evil but as good.

2) The Phenomenological View:

According to the phenomenologists that human behaviour can only be understood through the internal frame of reference of the behaviour. Phenomenologists argue that it is not possible to decide for another person which behaviours are adjustive and which are not. Only the behaving individual can evaluate the adequacy of his behaviour, using his own unique frame of reference.

3) The Social Learning View:

Social learning approaches the study of the problem solving or coping behaviour. By coping is meant the degree to which individuals are able to meet and master at least three challenges to their existence: (a) direct challenges from the physical environment, (b) challenges stemming from their limitations, and (c) interpersonal challenges from the environment

C. SCHOOL ADJUSTMENT:

The school in terms of importance stands second only to the home in influencing our lives and what we learn. We begin to learn the day we are born. The learning of our first few years say five, in the home to a large extent determines our reactions to subsequent learning experiences. The learning means not only the acquisition of factual information, but also training

as to how we feel about persons and things. It also influence our attitudes and goals. School occupies greatest part of our formative years. It helps and trains in the shaping of our personalities. The training involves intellectual, motor, social and emotional training and learning. We shall examine below certain school related factors in detail.

1) School as a New Experience:

While entering the school, a child encounters many new experiences, such as, irrespective of his status at home his status in the school is determined according to what he can do and how he can perform in competition with other children. Perhaps for the first time he enters in an organized competitive situation in which he is rated and graded according to his performance and that of others.

The child in addition to his parents begins to depend on his teacher, for affection, attention, acceptance and guidance. A good teacher recognizes his responsibility not only to help the child to acquire knowledge, but also to satisfy many of his emotional needs.

The school serves an important function in clarifying the social differentiation inherent in sex role. The girls and boys learn to behave their expected sex roles.

School sets in motion the process that enables a child to become independent, a process in which the parents should help by gradually reducing home discipline in favour of self-discipline.

To state briefly the new school enterent is confronted with many new and significant experiences which may either lead to frustration and anxiety, or be sources of gratification and renewed stimulation.

2) Introduction to School:

The attitudes and feelings a child develops towards school depend largely upon his past experience i.e. pre-school period. These experiences may either facilitate or hinder his adjustment. They determine his ways of problem solving and defense mechanisms.

3) Significant Pre-School Experience:

The child parent relationship and reaction of the two towards each other are most likely to influence child's behaviour in school. Over protective mother prevents her child from acquiring emotional independence and self-reliance. He is inadequately prepared to cope with the future difficult situations and problems.

Similarly, rejection of the child at home where he received inadequate love, attention and affection may react in several ways, each of which will have a different effect upon his relationship with others at school. He may become aggressive and demanding.

It often happens that an eager mother to develop a favourable attitude towards school in her child, overdoes, the job and arouses young hopes and expectations that are unrealistic and are not realised, as a result the child may become disappointed and resentful. Similarly the very first interaction of the mother with the teacher at school and her comments and behaviour loaded with derogation distrust, etc. may create problems or develop barriers between the child and the teacher.

It may be emphasised in nut shell that school problems of the child are not something new. They already exist at home in child-parent relationship. There is only the change of situation. Here the teacher takes the place of the parents. But the irony lies in the fact that parents do not realise it and are not prepared to take responsibility to solve the same.

4) Factors in Learning of School Adjustment:

Individual differences in mental abilities, physical capacities, interest, motivation, attitudes,

etc play a very important role in school setting because they determine how and what a child learns. Success in school and later life as well depends upon their proper utilization.

John Dewey (1937) emphasised adjustment of school work according to individual abilities and capacities of the children. He comments, "an educational aim must be founded upon the intrinsic activities and needs of the given individual to be educated".

The cognition of individual differences gave rise^s to 'child-centred approach' in education. Here courses are designed according to individual need of the children.

5) Motivation and Learning:

Motives and needs are mainly driving forces behind all human behaviour. The entire learning process has its basis in the dynamic interaction between needs and their satisfaction.

A child's urge to be active and to explore the world around him, for example, is an important factor in his learning. This need to explore often called curiosity, leads to the acquisition of new skills, new information and new attitude. Certain factors, like competition, desire for mastery, desire for approval help in the arousal of learning motivation and sustain the same

6) Reward and Punishment in School Adjustment:

Appropriate exercise of reward and punishment not only helps in learning curricular material, but also helps the child learn to adjust himself in various school conditions. They are also great instruments of discipline and control for the school administration.

7) Level of Aspiration and Level of Achievement in Learning:

The level of aspiration may be realistic or unrealistic. It is realistic when we aspire for that which is achievable with our endowed abilities, opportunities we get and in the other present environmental conditions. But it should not be too low to make us lethargic. At the same time if our level of aspiration is unrealistic or beyond the reach of our given abilities and other conditions it will result but in frustration. It is, therefore, desirable that we set our goals that we can reach but only by putting forth our best performance. If the goal is set in the future, it is important to intersperse various sub-goals along the way.

In the light of the above discussion we can realize how serious is the school responsibility to help children set realistic goals and to plan for their

attainment. Interests and aspirations must not be out of proportion to abilities. The goals set must be feasible. A system of positive discipline in the school can help a child make significant progress in reaching his goals.

8) Competition Vs Cooperation in School:

Competition and cooperation are the most important aspects of human lives. Competition and cooperation are two of the ways in which we interact with other human beings. The process of competition and cooperation, in school, is continued one. In case of competition, pupils are constantly contending for the highest grade, for the awards and prizes, for the increased status, that are best owed on the most successful. This state of affairs develops certain undesirable feelings among different competitors depending on their type, such as, slow-learning becomes desperate and discouraged, average ones develop great strain and bright pupils become victims of superiority complex etc.

On the other hand in the process of cooperation certain good characteristics are included, such as, cooperativeness, consideration of others, collective thinking, goal orientation and goal centredness rather than self-centredness (Cf. Fuller & Baber, 1939).

9) Language and Learning:

Language is the first means of communication and interaction with others. Better language acquisition and knowledge are conducive not only to good learning but to proper adjustment as well. The schools, therefore, should endeavour for good language command by their pupils.

10) Teacher-Child Relationship in Learning:

A teacher, in school, is parent substitute which involves many responsibilities towards pupils who expect much from him; all sorts of help, guidance, knowledge etc. He therefore, need to be a scholar, a psychologist, counsellor and guide all rolled in one. He must be free from personal complex and problems. He must be well adjusted socially, emotionally and in other spheres of life because only the well adjusted teacher can help his children to adjust. The maladjusted teacher will probably create new problems for the child or intensify already existing ones. The emotionally healthy teacher who has an appreciation of the psychological principles governing behaviour will regard each child as a unique individual whose personal characteristics must be considered in relation to the total learning situation. Such a teacher will be able to help the shy child to

grow in confidence, the emotionally starved child to know affection and recognition, or the aggressive child to sublimate or overcome his feelings of hostility.

11) Democratic Vs Authoritarian Teaching:

The self-oriented authoritarian teacher by his characteristic behaviour and teaching method suppresses the spontaneity and creativity of the children and creates an atmosphere of emotional tension, insecurity and hostility.

By contrast, the democratic teacher emphasizes the personal value of each student as part of the total social group and assumes the role of resourceful leader who is ready to help his students in any way he can. He encourages each pupil to participate in the group, which develops spontaneity and creativity, rather than discourage among pupils. His methods of discipline involve essentially the positive approach. The democratic teacher does not feel that his prestige is threatened if he cannot answer a question. He recognizes that students will make mistakes and that they will profit from them. He is careful never to ridicule a slow learner, recognizing that each of his pupils is an individual and adjusts materials and methods to meet the problems created by individual differences.

12) School as a Life Situation:

Contrary to common belief that school is training and preparation place for future practical lifework of the child, it is a life in itself. In school a child finds almost all situations and problems though in somewhat mild form, that he shall find in later practical life. The practical adult life reactions to problems are carried over reactions of school life to same or similar problems. Most of our social interactional behaviour such as needful learning, adjustment to authority and norms of organized social activity, adjustment with people of different age group, socio-economic status, development of kind of attachment, give and take of love are established in school life period and carried to practical adult life.

School as an important personality development agent is responsible to a great extent for all good and bad behavioural and personality aspects of its pupil. A school is expected to found and develop interest and motivation for learning which is a continuous process in human life.

D. TYPES OF SCHOOL:

In the preceeding section dealing with the School Adjustmen t enough has been discussed about the

role and impact of school, its environment and various types of relationships but here it is necessary to mention certain facts about Government and Private schools. In India, we have mainly two types of schools; one type is of those schools which are run and administered by the government and its agencies. Other types of schools are those which have been established by private people and are run by management committees. These Private Schools are government aided but are largely independent in their working, including appointments of teaching, administrative and clerical staff.

In the Government Schools principals and headmasters, to a great extent, are the sole seat of authority who exercise their power and impose their decision and orders without any interference from immediate superiors. If the principal/headmaster of a government school has educational and administrative, is intelligent, tactful and swift in his actions and decisions he may create an environment conducive to good discipline and proper education. It has generally been observed that even in the present circumstances the quality of education and discipline in these schools is comparatively satisfactory. But at the same time

authoritarian and coercive treatment of the pupils may also develop certain undesirable characteristics in them.

In contrast to Government School working conditions and environment, in Private School the situation is quite different. In these schools principals, headmasters, and teachers are victims of management party politics, coercion, undue influences, improper and authoritarian orders as well as suffer from financial problem and inadequate educational facilities.

The principals mostly are not independent to take their own decisions as a result proper imparting of education and maintenance of discipline suffer a lot. The control and discipline is generally loose. But with all the defects, inherent in such a politic infected environment the students due to liberty and environment free from unwanted control, authoritarian treatment and lack of coercion may develop certain good personality characteristics.

CHAPTER -IIREVIEW OF STUDIES

In the present chapter we would critically examine certain important studies dealing with school adjustment among truants and non-truants

Sheila Mitchell & Michail Shepherd's (1967) study "The child who dislikes going to school", deals with the enquiry into the behaviour of a random sample of over 6000 children aged between 5-15 years, attending local authority schools in Buckinghamshire in which the information was obtained about each child's reaction to school. This indicated that dislike of school was associated with poor attainment at school and signs of anxiety at home. Boys who disliked school were also found to be significantly more likely to have a problem of behaviour reported by their teachers and were more uncooperative in class but this was not true of the girls. Reaction to school affected attendance among children of secondary school age, but not among those under 11 years.

Jain, S. (1969) in his research entitled "Truancy at Pre University Level" investigated the incidence and cause of truancy among students at pre-university stage

in Uttar Pradesh. A sample of 413 institutions having a total strength of 93,248 students of Intermediate classes was selected from all seven education regions of Uttar Pradesh.

For identifying the real causes of truancy the study covered 200 non-truants, 360 truants and 360 parents of truants. The data was analysed by using 't' test of significance between the means and percentage and rank difference correlation. Guilford's composite standard method was used for computing scale values for the different causes of truancy included in the inventory.

The findings of the study were as follows:

- a) There was a positive correlation between the size of the class and the incidence of the truancy i.e. overcrowding in classroom encouraged truancy in urban area. Overcrowding in classrooms in rural area had no relationship with truancy.
- b) The incidence of truancy was significantly higher in private managed institutions than in government institutions.
- c) The truant boys absent themselves more often because of social factors.
- d) The most frequently cited causes of truancy were mental upset, ill health and domestic responsibility.

e) On the basis of computed scale values the potent causes of absenteeism typical of truants population were the inability to do home work, the availability of notes and keys, in the market to meet the requirement of the courses of study, the perception of the education as not important for succes in life, the shouldering of the responsibility of students union or other extra-curricular activities.

Thabore (1972) conducted an investigation "Psychological study of some factors associated with truancy" in certain schools of Ahmedabad. In order to understand the manifold aspects of the problem a comparison was made between a group of truants with a group of non-truants. Two matched group design was used. The groups were matched on some variables like sex, age, intelligence and economic conditions. Each group consisted of 200 children. Subjects of both the groups were selected on the basis of rating by teachers and monitors and the school records. Data collected related to interest, intelligence, birth order, the use of leisure time, personality adjustment, total number of siblings, sibling relationships, parental education and occupation, parental attitude, the nature of psychological and physical conditions at home, attitude towards school and participation in school activities.

Badami & Badami (1972) worked on the "Interpersonal relationship of truants and non-truants. The sample of this investigation was 58 truants and 66 non-truants were selected from grades 5th, 6th and 7th at Ahmedabad. They used sociometry, social adjustment inventory developed by senior authors. The data was treated by chi-square. The results revealed that medium social-metric score for non-truants was significantly higher than the truants group. A significantly larger number of truants expressed completely or partially mutual choices than the truants on each criterion. Significantly more scores and normals were found among truants. Comparitively the non-truants were superior in their level of social adjustment than the truants. The social circle of the truants was comparatively narrower than non-truants.

Arvinder Singh (1978) worked on "Personality of truants". He took a sample of 100 male students in which 50 students were truants and 50 were non-truants. The subjects were drawn from 9th and 10th classes of different schools situated at Chandigarh. The truants were those who had remained absent from the school for more than three consecutive days in the past two months without permission and without a satisfactory non-explanation. The second group consisted of 50 non-truants. These students were well matched on age, education and family size.

The interview technique was used for the collection of data. In addition, misbehaviour manifestation checklist was also used. The chi-square test and the 't' test were used for data analysis.

Thabore found that there was a significant relationship between the incidence of truancy and the parent's attitude towards children. He also found that truants had inferior school adjustment and family adjustment than non-truants.

Harjeet Kaur (1979) also studied truancy but among girls. With the help of stratified random sampling technique 400 females consisting of 120 truants and 280 non-truants were drawn from private university colleges of Delhi city.

The main conclusions of the study were:

- (1) that truants showed non-serious attitude towards examination and used labour saving devices.
- (2) that truants had poor educational background and poor school performance.
- (3) that truant had a higher failure rate.
- (4) that the hobbies of truants were different from hobbies of non-truants. They were more interested in seeing films, going on tours, listening to the radio, reading novels and cracking cheap jobs, trying to satisfy their sociogenic needs with the help of these hobbies.

The subjects were administered PEN Inventory (Eysenck, 1968), value orientation, manifest aggression and social maladjustment of Jesness inventory (Jesness, 1972) and Sinha's manifest anxiety scale (Sinha, 1968). All the subjects were first interviewed briefly and then administered the tests.

Comparison of truants and non-truants revealed significant differences between the two groups. The truants proved to be significantly more extravert and more neurotic, obtained high scores on social maladjustment, value orientation and manifest aggression scale of Jesness Inventory. They also scored higher on Sinha's manifest anxiety scale, as compared to the non-truants. There was a higher incidence of truancy among the siblings of truants and there were significant differences in the ordinal position of the two groups. The non-truants were predominantly the oldest children while the truants were the middle youngest.

Jain (1979) studied "Truancy among High School and Intermediate Colleges of Farrukhabad city". In this empirical study, survey interview method, sampling method, questionnaire method supplemented with observation method and non-questionnaire interview method have been used.

Three colleges (Boys) in the city are located on the main road i.e. Railway Road. Three movie houses are on the same road. Liquor shops-foreign and country made, bhang and charas shops are also on the same road. Restaurants, Railway station and Thandi Sarak are also very adjacent to these colleges. Two Intermediate colleges for girls are also on the same road. Two institutions are in the very interior parts of the mohallas surrounded by houses, Shops, restaurants, tea stalls and pan walla shops uncongenial site, location and surroundings of the colleges (near cinema halls, houses, shops, railway station parks, girls institution), tempt students to cut their classes to have collective adventures of travelling without tickets and chasing girls or to pass their time at railway station platform or restaurants or to enjoy cinema films

Unfavourable timings of the college also help in making truants 65% truants prefer college time from 10.00 A.M. to 4.00 P.M. In the morning college hours (7.00 A.M. to 12.00 Noon). Students don't feel as much freedom as in the day hours of the college timings because in the latter they get more freedom and facility to enjoy matinee show.

Lack of discipline is in no way a less significant factor in making truants. 80% truants obeyed the orders of their teachers by force and fear but not gladly and willingly 20% of the truants did not obey their teachers at all.

Home-school distance is also responsible for incidence of truancy. The greater the distance between home and school the higher is the percentage of truancy. 65% of the truants were coming by train.

The living conditions of truants are very miserable and pitiable. Average number of rooms per family of the truants comes to 5.08 maximum number of truants come from the group i.e. 1 to 2 rooms and 3 to 5 rooms.

Family organization has its own importance in relation to truancy. A family consisting of 7 to 8 members is very significant from the point of view of truancy.

The first born child is most likely to be a truants; 31% of the truants were first born children. High percentage (79%) of negative answers shows that family tensions, conflicts and quarrels have nothing to do with truancy. But birth order and organization has much more to do with truancy than conflicts; tensions and disorganization.

The present study does not confirm and support the accepted conception of sociologists that broken homes breed the maximum number of truant. 82% of the truants were residing with their parents. Out of 18% - 4% of truants lost their mother, 6% lost their father and 8% were living in the hostels or rented buildings away from their parents.

Lack of education in parents is also significant from the point of view of truancy. He collected data from 200 parents; 100 mothers and 100 fathers of truants. He found that 50 mothers of truants were illiterate, 40 took education upto VII class, 8 were educated from VIII to IX and 2 were educated upto high school. Further, he found 10 fathers of truants were illiterate, 42 were educated upto VII, 20 took education from VIII to IX class; 10 were high school 4 were intermediate; 4 were educated upto graduate levels and 4 were post graduates.

Lack of proper supervision and unawareness of parents of their words play an important role in making of truants. In the presence of the father in the house the child does not dare to go out of the house. 79% truants could easily go out and meet their friends at any time and place. 70% parents of truants cared to enquire about the late or old time coming of their

words. But the parents never bothered to ascertain the correctness of statement given by their words for late coming. 20% parents visited the college of their words to know the day to day progress of words. 10% teacher met the guardians or parents.

The present study reveals that fondness for seeing films is an important factor in the causation of truancy. 95% truants were habitual visitors of films during the college hours.

65% truants want to copy the role of their favourite hero to heroine in their own life and spend much of their pocket money. 9% truants enjoyed highly sexualized fiction and other type of light and obscene literature at the cost of their studies. 35% were addicted to other social evils specially gambling.

According to this study, economic condition and truancy go hand and glove. 45% truants hail from the family where parents are in service or working as wage earners and 35% from business class. Factory workers with shift system brought 25 cases. The obvious reason is that service and business class parents have to work either at their office or at the shop from 10.00 A.M. to 7.00 P.M. thus leaving no time to parents to look after their wards.

The largest number of truants were produced by the family which had only one earning member. The greater the number of earning members in the family the fewer is the number of truants.

Reddy (1979) conducted a study on "Problems of concern for many of the school going adolescents". In his study, he distributed 540 students equally between the three classes (eighth, ninth and tenth) in the three localities (urban, semi-urban and rural) and the two sexes (male and female) as subjects for the study. The sample was selected from secondary schools in Chittor district of Andhra Pradesh by a multistage stratified random procedure. The age of the sample ranged between 13 and 16 years. The proportion of the sample to the populations was approximately 1:50.

S.V. Problem check-list, developed by the author for assessing the level of adjustment of adolescents, was used in the study. It contains 256 problems representing 10 areas of adjustment. The test-retest reliability of the check-list was 0.90 (N= 147). With a time intervals of one week between the two administrations.

The scoring procedure for the instrument was in accordance with the most well-known 'Mooney Problem Checklist' (Mooney 1951) and other similar problem check lists.

The score of an individual in a given area on this instrument is the number of problems checked by the individual in that area. A high score, therefore, implies less adjustment. The instrument was made anonymous to ensure free and frank response from subjects. It was administered to the sample in small groups of 15 to 20 at a time in their respective classrooms.

The results of this study show that, the average number of problems related to academic adjustment and study habits marked by the Ss was as high as 14.76. The area of future, educational, vocational, and personal adjustment occupied the next two places with a mean score of 6.59.

The percentage of Ss checking each of the 256 problems was calculated to see the specific problems of concern to many of the students.

It could be seen that out of the 23 problems marked at least by 40% of the subjects, 12 are related to their education and 5 are in the area of future; educational, vocational. Most of these problems can be tackled by the teacher if they are given a little training in the fundamentals of techniques of guidance, especially educational guidance.

Krishna & Kumar (1981) worked on the "Adjustment problem among truants". The purpose of the present study is to compare truants and non-truants in respect of home, health, social, emotional and overall dimensions of adjustment. It was hypothesized that truants would tend to score significantly higher (showing poor adjustment) on adjustment dimensions than their non-truants. Samples of 72 truants and 150 non-truants were selected from the 9th and 10th grades on the basis of class monitor's ratings. Both the samples were drawn from five local high schools located in the municipal area of Gaya, Bihar and were matched in respect of their educational level, mean chronological age as well as school background. The age range of both the groups was 12 to 15 years. In order to avoid personal bias and prejudice on the part of raters, the class monitor and two popular teachers including the class teacher were requested to rate those students who were habitual truants. Only those students were included in the sample who were rated as truants unanimously by them. Similar procedure was followed in the identification of non-truants. In order to assess adjustment pattern of truants and non-truants, Hindi adaptation (Mohsin and Hussain, 1970) of Bell's (1935) adjustment inventory was used. The data was treated by using 't' test. The results revealed that truants scored significantly high

(showing poor adjustment) on home, social, emotional and overall dimensions as compared to non-truants. The two groups did not differ statistically in respect of their mean scores on health dimension. Thus the findings indicate that truants faced comparatively more adjustment problem related to home, social and emotional areas as well as adjustment taken as a whole. The findings are more or less in the hypothesized direction.

Johri & Nawaich's (1983) research "A psychological study of truancy in urban population" drew its sample from the schools of Gwalior city into 2 groups of 50 truants and 50 non-truants. The age range was 13 to 15 years. The control group of 50 students was matched with the experimental group regarding age, education, social, economic status etc.

The data was collected by using an identification method devised by the investigators as well as the "Study Habits and Attitude Test" constructed and standardized by Mathur. The latter test measures the study habits and attitudes of students and is suitable for use with both sizes. The questionnaire was administered on groups of ten subjects each and it was ensured that the answer sheets were properly filled.

To test statistically whether truants and non-truants differ on different guidance areas and different

categories, the raw scores were converted into t scores with the help of manual and the mean of each group was calculated. For analysis, the two groups were compared and significance of difference between the groups were obtained by using the 't' test and following results were obtained:

- a) that urban non-truants in comparison to truants have favourable attitude towards their studies.
- b) that their study habits are regular and proper.
- c) that they need less guidance in different areas.
- d) that no truants were found to fall in 'good' category but non-truants have fallen in 'good' and 'satisfactory' categories and truants have fallen in 'satisfactory' and 'poor' categories.

Another investigation on truancy by Clark & Gloria (1984) studied "Factors associated with high school truancy in the Detroit Public School". This study sought to gather empirical data to determine factors associated with students who have been identified as truants. Also under investigation was the problem of why some students come to school on a regular or irregular basis, attend some classes and are absent from others. The sample of this study comprised of twenty percent of the 298 students from three high schools in Detroit who were truants in the 9th and 10th grades during 1982-83

school year. To draw the sample stratified random sampling method was used.

To collect data relevant to the focus of this study, two instruments were administered. A students' survey instrument was used to identify certain demographic data and determine the students perceptions of curriculum, staff attitudes, families educational expectation, school climate and personal problems. The seconde instrument was the "Tennessee Self Control Scale" which meaured students' perceptions of their self conflicts.

The findings revealed that students who have been identified as truants come to school on a regular basis, attend some classes and skip others, are not students who are completely alienated and turned off by the school and curriculum. These students, however, often find that the classroom is the place where they experience academic frustration. The truant student's perceptions of staff attitudes were positive. Truant students unanimously agreed that their parents value education. Peer influence and personal problems were not identified as significant factor in the truancy of students in this study. However, truant students were characterized as having little confidence in themselves, and often dubious about their self-worth. The truant

students perceived that their schools were not running smoothly. Truancy was found to be detrimental to maintaining a positive school climate.

Reide (1984) worked on the problem "The Behaviour of persistent school Absentees" and investigated the relationship between persistent school absenteeism and pupil's behaviour. He has chosen the three samples. The persistent school absentees were selected by senior staff in the schools and the education welfare officers and were known to have missed school for a minimum of 65% or more of school time in the year preceding the study. The vast majority, however, had been categorised as being persistent absentees for about two or three years with some 25% of them having had serious attendance problems in their primary schools.

The Control Group I pupils came from the same forms as the persistent absentees and were matched for age and sex. The Control Group II pupils originated in the highest forms in the school and like. The Control Group I pupils, were matched by age and sex to the nearest month with the absentees. All the pupils in the three groups come from the third, fourth and fifth years in the school in order to maintain a manageable sample given the nature of the problem. The three groups were chosen in order to maximise the possible difference. As

absentees and good attenders select themselves, a randomised design was not possible.

The research was sub-divided and undertaken in stages. In stage one, the persistent absentees and good attenders were selected and matched. The second part of the enquiry investigated and compared the social and educational backgrounds of pupils using a social anthropological approach. In the third stage, the Rutter (1967) Children's Behaviour Questionnaire was used for analysing pupils behaviour. For the purposes of this study, scale B was used. This was completed by the form teachers of each of the 77 pupils in the three group under instructions given by the researcher over a three week period towards the end of the investigation.

The questionnaire was designed for use with 7 to 13 years old children, it has been used successfully with older pupils, notably on samples of maladjusted subjects.

In order to interpret the data, analysis of variance and 't' tests were used to ascertain whether the reported behaviour of the persistent absentees was worse than the two control groups. Two way analysis of variance scores by group and sex were also used when investigatory the intra and inter group difference. The data was analysed mechanically using SPSS vision 8.

The results of this study show that the mean for the control group 2 pupils was slightly higher than for those in control group I. Presumably this is partially explained by the composition of the control group of sample as academic pupils are known to suffer from greater levels of anxiety than the normal population. Nevertheless too much should not be made of this point as the mean for all the three groups was very low.

Green & Joe Louis, (1985) also conducted a study on "In-School Truancy and Implications for positive attendance procedures and instructions". The purpose of this study was to identify factors that are associated with in schools truancy, selected class attendance problem in the Deteroit Public Schools and to identify possible solutions. Three hundred fifty five (355) randomly selected ninth through twelfth grade (9-12) students from two selected deteroit high schools participated in the study.

Two instruments were used in this study: one for students and one for teachers. Questions in instruments were categorized to match the research questions. Research questions were analysed using the 't' test and multiple classification analysis, with a significant level of less than .05 for students and a 51% majority for teachers.

Sex, ethnicity, grade level and age were not directly associated with in-school truancy. There was no statistically significant difference in truant's and non-truant's perception of the current curriculum, teacher expectation, personal problem, drug involvement, lack of successful experience in school life, effectiveness of current procedures of family's attitude.

There was a statistically significant difference in truants' and non-truants' perception of teachers' attitude, school climate and peer influence.

Teachers believed that improved curriculum and communication with the home would improve student attendance.

Another investigation on truancy by Khan et al. (1986) studied "Anxiety and personality adjustment among truants and non-truants". The investigation aimed at comparing the level of anxiety and adjustment patterns among truants and non-truants. The sample consisted of 50 truants and 50 non-truants of 9th and 10th grade randomly selected from three local High Schools of Aligarh city. Both the samples were selected on the basis of class monitor's and teacher's ratings. The age range of both the groups was 12 to 15 years. In order to avoid personal bias on the part of raters, the class

monitor and three popular teachers including the class teacher were requested to rate those student who were habitual truants and non-truants. They were matched in terms of age and socio-economic status. Anxiety was measured with the help of Sinha and Krishna's (1971) Revised Comprehensive Test of Anxiety (CTA) and Personality Adjustment was assessed by Mohsin-Shamshad (Mohsin & Hussain, 1970), Hindi Adaptation of Bell's Adjustment Inventory (MS-BAI). The data were treated by using 't' test. The results clearly revealed that truants were more anxious than their non-truants counterparts. Further, it was found that truants showed poor adjustment with regard to home, health, social and emotional dimensions. Thus the findings indicate that truants were more anxious and face comparatively more adjustment problems related to home, social, health and emotional areas as well as adjustment taken as a whole.

Alam et al. (1987) also studied the problem of truancy "A study of anxiety, risk taking and personality adjustment among truants and non-truants". They were taken 100 students in which 50 truants and 50 non-truants. The age range of the both groups was 13 to 16 years. They were also matched in respect of their parent's income and education. Sinha's (1968) W-A Self-Analysis Form was used to measure manifest anxiety among

truants and non-truants. This scale measures overall manifest anxiety as well as anxiety in four different areas, namely, Psychological, Social, Economic and Physical. Risk-taking behaviour was measured by Kogan and Wallach's (1964) Choice Dilemma Questionnaire (CDQ). In order to evaluate personality adjustment of truants and non-truants, Mohsin & Hussain's (1970) Hindi adaptation of Bell's (1935) Adjustment inventory (MS-BAI) was used. It measures subject's adjustment with regard to home, health, social, emotional and overall dimensions. Both test retest and internal consistency reliability of each dimension of adjustment were sufficiently high. High scores on the inventory signified poor adjustment and low scores better adjustment in different specific areas and also in respect of adjustment taken as a whole. The data were treated by using 't' test. The findings clearly revealed that truants scored significantly higher (showing poor adjustment) on home, social, emotional and overall dimensions of adjustment as compared to their non-truants counterparts. Further, truants were found to be more anxious than non-truants. Contrary to the hypotheses, the two groups did not differ significantly in respect of risk-taking behaviour and health dimension of adjustment.

Mubarak Ali, Sekar and Shariff (1990) also studied "Adjustment and Deviance among school children". In this investigation, they drew 231 children from three schools studying in 8th, 9th and 10th standards. The universe considered for the study was a certified school (Group 1) and a slum school (Group 2) both situated in Bangalore city and a Rural School (Group 3) situated 40 K.M. away from Bangalore city. The rationale being the selection of these three schools was to have representation from different social strata. The Rutter's scale "A children behaviour questionnaire for completion by teachers" was used to screen the children for their deviance. The validity and utility of this scale in Indian context have been reported by Sekar et al.

Pre-Adolescent Adjustment Scale was used to assess the level of adjustment of the children. The data was treated by the current study observed that the children studying in the slum school are poorly adjusted to their family, school, ^{peer}groups, teachers and adjustment in general. The children studying in certified school are having a high deviance and also maladjusted to their teachers and school. The children studying in Rural School are having a poor adjustment to their family members, peers and adjustment in general.

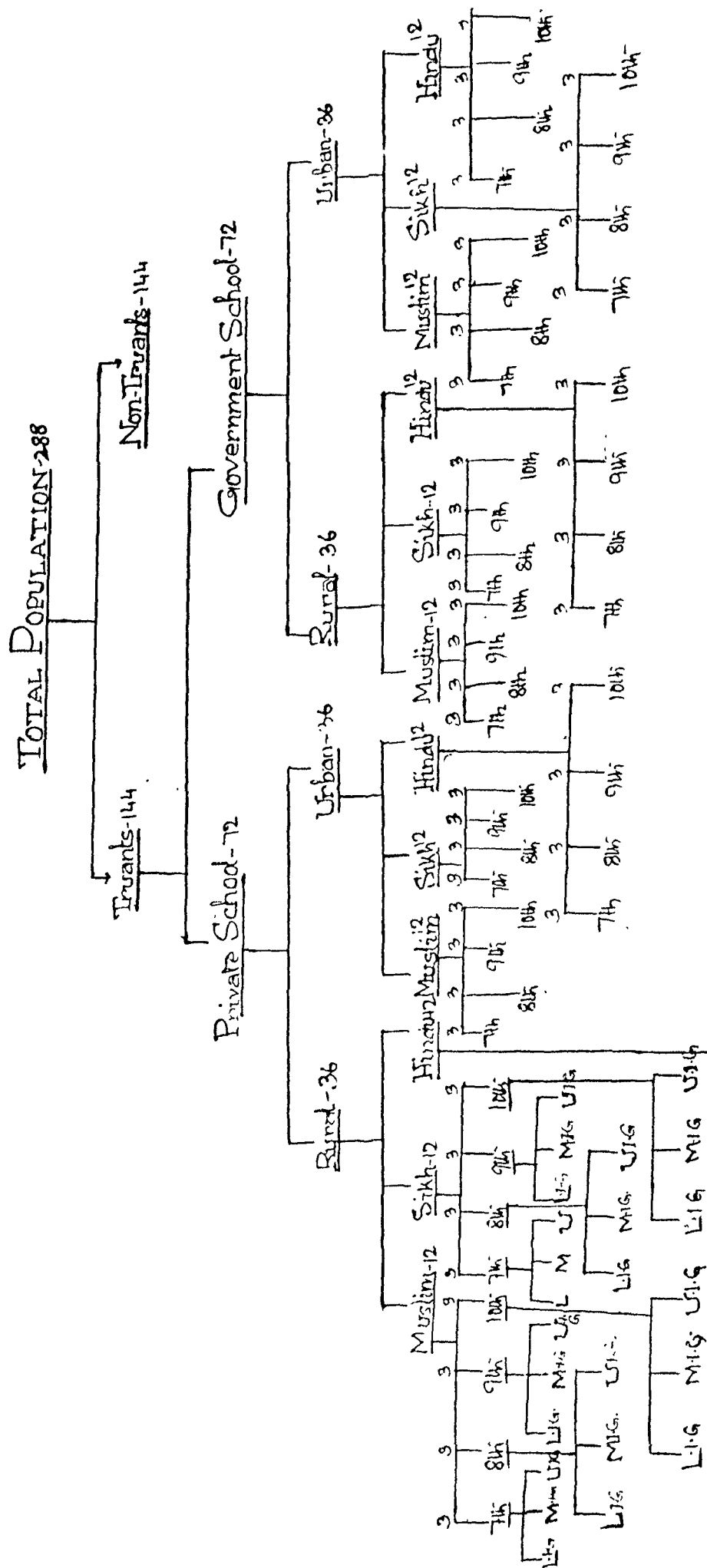
PLAN OF THE RESEARCH

Method:

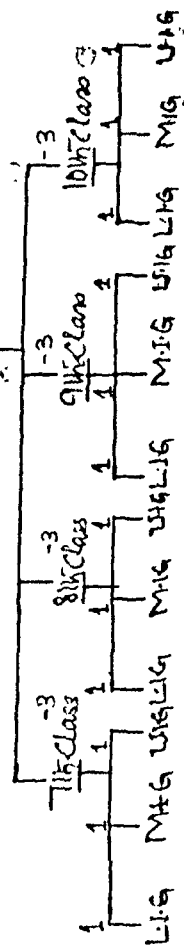
As mentioned in the preceding chapters the present research was planned to study school adjustment among truants and non-truants studying in private and government schools. But in order to make the sample true representative of the population of the two types of schools it was selected by stratified random sample technique according to certain socio-economic variables such as locality, religion, age, class and parental income of the subjects. Different classes also represent mean age for each class such as 13 years for 7th class, 14 years for 8th class, 15 years for 9th class and 16 years for 10th class. Figure I shows the diagrammatic representative of the design of the research sample.

For the sake of clarity description of the method and procedure adopted in the present research has been divided into following sections.

Figure I



Note :- The design of Non-truants is the same.



- A- Sample
- B- (i) Psychological Test
(ii).Administration of Test
- C- Statistical treatment of the data, and
- D- Hypotheses

A- Sample:

The sample of the present investigation consisted of 288 male students in which 144 students were truants and 144 students were non-truants who were selected from four classes (7th to 10th). Certain government and private schools from urban and rural areas. Out of each 144 truants and non-truants. 72 subjects were randomly chosen from private schools and 72 were drawn from government schools. Each of these group of 72 subjects were selected from Maler Kotla city, District Sangur Punjab and 36 were taken from the villages of Maler Kotla Tehsil. Each group of these 36 subjects consisted of 12 subjects each belonging to three religions, namely, Hinduism, Islam and Sikhism. One subject out of four subjects professing any one of the above religions came from 7th, 8th, 9th and 10th classes. As mentioned earlier the classes also represent ages of the subjects.

With regard to income of their parents one subject from each class was chosen from each of the lower, middle and upper income group. The division of income group has been done in some what arbitrasrily. However, rational pay scales of Central Government Employees. As such different income groups consist as follows:

Lower Income Group upto Rs 2500/- per month.

Middle Income Group from Rs 2501 - Rs 4499/-.

Upper Income Group carries income of Rs 4500/- and more.

B- Psychological Test and Its Administration:

(i) Adjustment Inventory for School Students: In the present investigation, Sinha and Singh (1971) Adjustment Inventory was used to measure the adjustment among truants and non-truants.

This inventory is a measure of overall manifest adjustment as well as adjustment in emotional, social and educational areas. The inventory consists of 60 items in which 20 items are related to each of the above three areas of adjustment. The subject has to indicate response 'Yes' to a positive item or response 'No' to a negative item and is then assigned one point. In case of subjects deviation from above pattern of

responses, he was assigned zero point. A high score on the inventory indicates mal-adjustment while low score shows adjustment. The scoring of the inventory may be done with the help of the scoring key.

The inventory has been found highly reliable and valid. Sinha and Singh found "Split half reliability, test-retest reliability and reliability by K.R. formula 20 coefficient". The reliability coefficient values with above three methods have been reported as 0.95, 0.93 and 0.94 respectively. The inventory was also validated by correlating inventory scores with rating inventory scores with rating by Hostel Superintendent. The product moment coefficient of correlation between inventory scores and superintendent's rating was obtained to be 0.51.

(ii) Administration of Test: After obtaining permission from principals and Headmasters of different schools both private and government urban and rural areas. The investigator chose four schools in which two were private and other two government.

The present investigator contacted class teachers' attendance teacher, and clerks, examined attendance registers to find out the truants who were frequently absent from the school without the permission

of teacher and approval of parents, and also non-truants who were regular in classes. In order to establish good relations with the teachers and rapport with the students, he visited schools several times and discussed several things of their interest with the students and made the atmosphere friendly so that the student may cooperate and give frank and real responses. The investigator also assured the students that their responses will be kept secret. The investigator discussed with teachers about the problems of students, rules and regulations of school, the behaviour and treatment of school administration which helped him in securing information about students. After establishing a good rapport with students and teachers, he randomly chose truants and non-truants in small groups. Then he gave necessary instructions about the inventory. The investigator told them to sit comfortably and relaxed on their chairs and there was no need to worry about because that was his personal task and had nothing to do with the school administration. He told them to read the instructions given in the inventory, and also the method as to how they had to fulfil the form sheets. He told them to read the questions and indicate their responses on the answer sheet. They had to mark (/) tick to 'Yes' and mark (x) to 'No', according to the nature of their response. If anyone was undecided about the answer, there was no need to give the response.

The subjects were instructed, individually to read the questionnaire carefully and if there was any differently in the written material, they were asked to clear up the same by asking the investigator. Information with regard to certain socio-economic variables was also collected from them.

The investigator selected four classes from above mentioned schools, and he gave the inventory to the truants of 7th, 8th, 9th and 10th classes. Likewise, he chose non-truants of 7th, 8th, 9th and 10th classes from the same schools and they were also administered the Adjustment Inventory carefully in the same way.

After completing the task the subjects returned the forms to the investigator, then he asked their educational, social and economic particulars and details.

C- Statistical Treatment of the Data: After scoring the test according to the method mentioned earlier the scores for each subject were obtained.

To test the hypothesis given in the subsequent section of this chapter the 't' test of significance of difference was applied. To compute 't' value with the help of frequently distribution of adjustment scores for various groups of students, Means and SDs were found

out and with the help of the following formula 't' values were computed.

$$t = \frac{M_1 - M_2}{SED}$$

$$SED = \sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}$$

$$SD = \sqrt{\frac{\sum d^2}{N}}$$

Where:

M_1 = Mean of the High group

M_2 = Mean of the low group

SED= Standard error of difference of the groups

SD = Standard Deviation

N = Number of the subjects

D- Hypotheses: Hypotheses of this investigation are as follows:

1. It is expected that truants as a group irrespective of other variables, such as types of school, locality, religion, class, age and income of their parents will be more mal-adjusted than non-truants as a group.
2. It is expected in both the government and private schools will be more mal-adjusted than their counterpart non-truants.

3. It is expected that rural and urban both kinds of truants of each of the private and government schools will be more adjusted than their counterpart non-truants.
4. It is expected that truants in each religious group, whether rural or urban coming either from government school or private school will be more mal-adjusted than their counterpart non-truants.
5. It is expected that truants in each class (from 7th to 10th) with their respective mean age for each class irrespective of other variables will be more mal-adjusted than their counterpart non-truants.
6. It is expected that truants belonging to each of the income group irrespective of other variable will be more mal-adjusted than their counterpart non-truants.

CHAPTER -IV
RESULTS AND DISCUSSION

In the present chapter, we will deal with the statistical analysis of the data and discuss their interpretation as well. As pointed out in the preceding chapter that in order to study the difference between truants and non-truants in government and private schools 't' test of significance was used and also in order to answer the questions raised earlier it seems pertinent to interpret and discuss the results tablewise variables as each table represents a particular social and observe significance of difference, if any, among various groups of subjects in their school adjustment.

Table 1 shows that emotional adjustment means score ($M=6.24$) of truants is higher than emotional mean score ($M=4.58$) of non-truants. The 't' value ($t=4.05$) is also highly significant beyond .01 level of significance. This value clearly indicates that truants are more mal-adjusted than non-truants and there is significant difference between the two groups. Likewise social adjustment mean score ($M=6.52$) of all the truants as a group is higher than social adjustment mean score ($M=4.83$) of all the non-truants as a group. The 't' value obtained is 5.39 which is significant

Table -1

Showing the Ns, Ms, SDs and 't' values for school adjustment scores of truants and non-truants in the areas of emotional adjustment, social adjustment, educational adjustment and total school adjustment.

Area of Adjustment	Groups	N	M	SD	t
Emotional Adjustment	Truants	144	6.24	3.71	**4.03
	Non-truants	144	4.58	3.26	
Social Adjustment	Truants	144	6.52	2.99	**5.39
	Non-truants	144	4.83	2.29	
Educational Adjustment	Truants	144	5.51	3.71	**4.13
	Non-truants	144	3.98	2.59	
Total School Adjustment	Truants	144	18.53	7.61	**6.12
	Non-truants	144	13.50	5.21	

** Significant at .01 level of confidence

beyond .01 level of significance. Similarly, educational adjustment mean score ($M=3.85$) of truants as a whole is higher than educational adjustment mean score ($M=2.25$) of non-truants. Its 't' value ($t=4.13$) is also highly significant. The total school adjustment mean score ($M=18.53$) of truants is much higher than total school adjustment mean score ($M=13.50$) of non-truants. The obtained 't' value for total school adjustment comes to 6.12, which is very highly significant, far beyond .01 level of confidence. The 't' values show that truants are more mal-adjusted than non-truants in each areas of adjustment as well as in total school adjustment.

The results of table 1 are in the expected direction. It was expected truants would be more maladjusted than the non-truants and that the difference would be significant. This table irrespective of our variables such as types of school and social variables show mean adjustment scores and other statistics for two groups of subjects i.e. truants and non-truants. The table 1 clearly shows that mean adjustment scores of truants in all the three areas namely, emotional, social and educational adjustment and overall school adjustment as well as are higher than mean adjustment scores of non-truants. The difference between the two groups is higher significant. The 't' test of

significance values for these areas of adjustment are emotional 4.03 ($<.01$), social 5.39 ($<.01$), educational 4.12 ($<.01$) and overall school adjustment 6.12 ($<.01$). The results clearly show that the difference between the two groups is genuine and real. It has not been obtained due to chance or sampling error. There seem to be some potent factors underlying the personalities of truants and non-truants which have caused the difference in their adjustment scores and made the truants highly mal-adjusted in various areas of adjustment.

Table 2 shows the mean scores and other statistics alongwith 't' values for two groups of subjects i.e. truants and non-truants studying in private and government schools have been shown from the table 2.

Private Schools:

It is apparent that emotional adjustment mean score ($M=6.05$) of private school truants is higher than emotional adjustment mean score ($M=4.51$) of private school non-truants. Similarly social, educational and total school adjustment mean scores (5.88, 5.22 and 17.18) of private school truants are higher than social, educational and total school adjustment mean shows (4.35, 3.43 and 12.84) respectively. The obtained 't' value of emotional adjustment is 2.85, social adjustment

Table -2

Showing the Ns, Ms, SDs and 't' values for school adjustment in the areas of emotional adjustment, social adjustment, educational adjustment and total school adjustment of government schools and private schools truants.

Area of Adj.	Private Schools		Government Schools	
	T	NT	T	NT
Emotional Adjustment	N 72	72	72	72
	M 6.05	4.51	6.50	4.50
	SD 3.39	3.10	4.02	3.41
	t **2.85		**3.13	
Social Adjustment	N 72	72	72	72
	M 5.88	4.35	6.98	5.33
	SD 2.93	2.11	2.78	2.43
	t **3.73		**3.83	
Educational Adjustment	N 72	72	72	72
	M 5.22	3.93	5.71	3.93
	SD 3.86	2.35	3.60	2.51
	t *2.48		**3.42	
Total School Adjustment	N 72	72	72	72
	M 17.18	12.84	19.12	14.08
	SD 7.77	4.51	7.48	5.79
	t **4.13		**4.5	

* Significant at .05 level of confidence

** Significant at .01 level of confidence

is 3.73, educational adjustment is 2.48 as well as total school adjustment is 4.13. All 't' values except educational adjustment are significant beyond .01 level of confidence. The 't' value of educational adjustment is insignificant at .05 level of confidence. The results show that private school truants in these areas of adjustment i.e. emotional, social and educational as well as total school adjustment are more maladjusted than private school non-truants.

Government Schools:

In table 2, emotional adjustment mean score (M=6.50) of government school truants in comparison of emotional adjustment mean score (M=4.59) of government school non-truants is shown to be higher. Same is the case with social adjustment mean score (M=6.98), educational adjustment mean score (M=5.71) and total school adjustment mean score (M=19.12) which are higher than social (M=5.33), educational (M=3.93) and total school adjustment (M=14.00) mean scores of government school non-truants. The obtained 't' values of emotional, adjustment being 3.13, social adjustment^m 3.83, educational adjustment 3.42 as well as total school adjustment 4.5 are significant beyond .01 level of confidence. The results and 't' values show that government school truants are more mal-adjusted than government school non-truants and this difference between the two groups of subject is genuine.

At this point of discussion it would not be irrelevant to mention that although our problem is concerned with adjustment differences between truants and non-truants under each type of school separately but if we compare roughly, only on the basis of the above statistics, the extent of the difference between the above differences it may help to the clarity of understanding. In this connection it will suffice to say that government school subjects, whether truants or non-truants suffer from greater maladjustment than those of private schools. This difference is more distinct in the areas of social and emotional adjustment.

In table 3, results under two type of locality i.e. rural and urban for each both of school have been shown. Locality in itself as a place of residence is a neutral variable but every locality represents certain specific socio-cultural and economic factors which differently influence it habitates in various ways. This point will become clearly evident from the discussion that follows here.

Private Rural School:

It is evident from table 3 that although emotional adjustment mean score ($M=6.11$) of private school rural truants is higher than emotional adjustment

Table No. 3

Showing the Ns, Ms, SDs and 't' values for school adjustment scores of private schools rural truants and non-truants private schools urban truants and non-truants, and government school, rural truants and non-truants, government school urban truants and non-truants in the areas of emotional, social, educational as well as total school adjustment.

Areas of Adjustment		LOCALITY					
		Private School			Government School		
		Rural		Urban	Rural		Urban
		Truants	Non-Truants	Truants	Truants	Non-Truants	Truants
Emotional Adjustment	N	36	26	36	36	36	36
	M	6.11	5.25	5.86	6.52	4.88	6.19
	SD	2.55	3.44	4.12	4.15	3.21	3.92
	t	1.21		*2.19	1.90		*2.19
Social Adjustment	N	36	36	36	36	36	36
	M	5.64	4.97	6.30	6.77	5.33	7.19
	SD	2.74	2.09	3.64	2.64	2.39	2.90
	t	*2.05		**2.98	*2.08		*3.15
Educational Adjustment	N	36	36	36	36	36	36
	M	5.02	4.22	5.55	5.97	4.02	5.61
	SD	3.45	1.91	4.58	3.63	2.27	3.49
	t	1.23		*2.18	**2.74		*2.62
Total School Adjustment	N	36	36	36	36	36	36
	M	16.80	13.95	17.55	19.27	14.38	19.00
	SD	5.97	4.38	9.31	8.17	5.32	6.89
	t	*2.31		**3.38	**3.01		**3.38

* - Significant at .05 level of confidence

** - Significant at .01 level of confidence

mean score ($M=5.25$) of private school rural non-truants. The obtained 't' value is 1.12 which is insignificant. Social adjustment mean score ($M=5.64$) of private school rural truants is higher than social adjustment mean score ($M=4.47$) of non-truants. The obtained 't' value is 2.05 which is significant at .05 level of confidence. Likewise, educational adjustment mean score ($M=5.02$) of private school rural truants is higher than educational adjustment mean score ($M=4.22$) of private school rural non-truants. But the 't' value is 1.23 which is insignificant. At the same time, total school adjustment mean score ($M=16.80$) of private school rural truants is higher than total school adjustment mean score ($M=13.95$) of private school, rural non-truants and the obtained 't' value is 2.31 which is significant at .05 level of confidence.

Urban Private Schools:

Educational adjustment mean score ($M=5.86$) of private school urban truants is higher than emotional adjustment score (3.97) of private school non-truants. Social adjustment mean score (6.30) of private urban-truants is higher than social adjustment mean score ($M=4.21$) of private school urban non-truants. Educational adjustment mean score ($M=5.55$) of private school urban truants is also higher than educational

adjustment score ($M=3.63$) of private school urban non-truants. In the same way, total school adjustment mean score ($M=17.55$) of private school urban truants is higher than total school adjustment mean score ($M=11.69$) of private school urban non-truants. The obtained 't' values of emotional adjustment comes to 2.19, social adjustment is 2.18 and total school adjustment is 3.38, which are significant except social and total school adjustment at .05 level of confidence. The 't' values of social and total school adjustment are significant at .01 level of confidence. It appears that private school urban truants are more maladjusted than private school urban non-truants.

Rural Government Schools:

This table also shows that emotional adjustment mean score ($M=6.52$) of government school rural truants is higher than emotional adjustment mean score ($M=4.88$) of government school rural non-truants. The obtained 't' value of emotional adjustment is 1.90 which is insignificant. At the same time, social adjustment mean score ($M=6.77$) of government school rural truants is higher ^{than} / social adjustment mean score ($M=5.33$) of government school rural non-truants. The obtained 't' value is 2.08 which is significant at .05 level of confidence. Similarly educational adjustment mean score

($M=5.97$) of government school rural truant is higher than educational adjustment mean score ($M=4.02$) of government school rural non-truants. The obtained 't' value of educational adjustment is 2.74, which is significant at .01 level of confidence. We also find that total school adjustment score ($M=19.27$) of government school rural truants is higher than total school adjustment mean score ($M=14.38$) of government school rural non-truants. The 't' value of total school adjustment is 3.01 which is significant at .01 level of confidence. The results show that government school rural truants are more mal-adjusted than government school rural non-truants in all the areas except emotional adjustment.

Urban Government School:

Likewise, comparison of government school urban truants and non-truants shows that emotional adjustment mean score ($M=6.19$) of government school urban truants is higher than emotional adjustment mean score ($M=4.30$) of government school urban non-truants, social adjustment mean score ($M=7.19$) of government school urban truants is higher than social adjustment mean score ($M=5.33$) of government school urban non-truants, educational adjustment mean score ($M=5.61$) of government school urban truants is higher than

educational adjustment mean score ($M=3.67$) of government school urban non-truants, and total school adjustment mean score ($M=19.00$) of government school urban truants is higher than total school adjustment score ($M=13.78$) of government school urban non-truants. The table indicates that obtained 't' values of emotional adjustment is 2.19, social adjustment is 3.15, educational adjustment is 2.62 which are significant at .05 level of confidence. The 't' value of total school adjustment is 3.38 which is significant at .01 level of confidence. The mean scores and obtained 't' values show that government school urban truants are more mal-adjusted than government school urban non-truants. The overall results show that locality does affect the adjustment differentially and make certain people more maladjusted in matter of emotional, social affairs and school. It is more true in case of urban locality than rural one.

With regard to differences between private school rural and urban truants and non-truants 't' values of table 3 show that rural truants and non-truants differ significantly only in their social adjustment and total school adjustment but private school urban truants and non-truants differ significantly in all the areas of the adjustment, including total school adjustment.

At the same time 't' values of govt. school rural and urban truants and non-truants show that rural truants and non-truants differ significantly from each other with the exception of emotional adjustment but in case of urban truants and non-truants even this exception does not exist. The adjustment scores of truants in all comparisons are higher showing more maladjustment among them than non-truants.

Private Schools:

(i) **Muslims:** An examination of table 4 reveals that mean emotional adjustment ($M=7.00$) of private school Muslim truants is higher than emotional adjustment mean score ($M=5.33$) of private school Muslim non-truants. The obtained 't' value is 2.14, which is significant at .05 level of confidence. It is quite obvious that private school Muslim truants are more mal-adjusted than private school Muslim non-truant with respect to their emotional adjustment. At the same time, although social adjustment mean score ($M=4.64$) of private school Muslim truants is higher than social adjustment mean score ($M=3.45$) of private school Muslim non-truants but the obtained 't' value is 1.91, which is insignificant. In the area of educational adjustment mean score ($M=5.41$) of private school Muslim truants is higher than educational

Table No. 4

Showing the Ns, Ms, SDs and 't' values for school adjustment scores of private schools, Muslim, Sikh, Hindu truants and non-truants and government schools Muslim, Sikh and Hindu truants and non-truants in the areas of emotional, social educational as well as total school adjustment.

RELIGION													
Private Schools						Government Schools							
Areas of Adjustment		Muslim		Sikh		Hindu		Muslim		Sikh		Hindu	
		T	NT	T	NT	T	NT	T	NT	T	NT	T	NT
Emotional Adjustment	N	24	24	24	24	24	24	24	24	24	24	24	24
	M	7.00	5.33	6.08	4.70	5.48	3.52	6.50	4.95	6.92	4.75	5.25	4.62
	SD	2.17	3.19	4.23	2.02	4.78	3.00	3.78	3.04	4.59	3.85	2.61	3.43
	t	*2.14		1.44		*2.10		1.91		1.79		.72	
Social Adjustment	N	24	24	24	24	24	24	24	24	24	24	24	24
	M	4.64	3.45	6.62	4.87	6.45	4.64	7.20	5.83	7.00	4.83	6.75	5.45
	SD	2.85	1.15	5.10	2.31	2.78	2.27	3.04	2.56	2.70	2.37	2.90	2.10
	t	1.91		1.53		**3.06		*2.10		**2.97		1.78	
Educational Adjustment	N	24	24	24	24	24	24	24	24	24	24	24	24
	M	5.41	3.62	5.16	4.33	5.08	3.50	5.58	3.75	5.45	3.16	6.33	4.64
	SD	3.84	2.15	3.69	1.72	3.98	2.88	3.02	2.10	3.66	2.18	3.76	2.94
	t	*2.02		1.23		*2.35		**3.00		*2.63		1.76	
Total School Adjustment	N	24	24	24	24	24	24	24	24	24	24	24	24
	M	17.75	18.36	16.54	14.12	18.50	11.66	19.29	14.33	23.79	12.86	18.50	15.00
	SD	5.91	3.09	6.31	3.75	10.30	5.80	6.39	4.44	19.63	5.67	7.66	6.55
	t	**2.92		1.98		**3.48		**3.84		*2.62		1.70	

* - Significant at .05 level of confidence

** - Significant at .01 level of confidence

adjustment mean score ($M=3.62$) of private school Muslim non-truants. But here also the 't' value is 2.01, which is significant at .05 level of confidence. It indicates that there is difference between private school Muslim truants and private school Muslim non-truants. With regard to total school adjustment mean score ($M=17.75$) of private school Muslim truants, it is higher than total school adjustment mean score ($M=12.37$) of private school Muslim non-truants. The obtained 't' value is 2.92, which is significant at .01 level of confidence. It shows that private school Muslim truants are more maladjusted than private school Muslim non-truants with respect to their total school adjustment.

(ii) **Sikhs**: In the table of religion, comparison of private school sikh truants and non-truants show that emotional adjustment mean score ($M=6.08$) of private school sikh truants is higher than emotional adjustment mean score ($M=4.70$) of private school sikh non-truants. Sometime, social adjustment mean score ($M=6.62$) of private school sikh truants is higher than social adjustment mean score ($M=4.87$) of private school sikh non-truants. In the area of educational adjustment mean score ($M=5.16$) of private school sikh truants is higher

than educational adjustment mean score ($M=4.33$) of private school sikh non-truants. Total school adjustment mean score ($M=16.54$) of private school sikh truants is higher than total school adjustment mean score ($M=14.12$) of private school sikh non-truants. The obtained 't' values of emotional adjustment is 1.44, educational adjustment is 1.53 educational adjustment is 1.23 and total school adjustment is 1.98 which are insignificant. The 't' values indicate that there is no difference between private schools sikh truants and private schools sikh non-truant.

(iii) Hindus: In the same table, emotional adjustment mean score ($M=5.48$) of private school Hindu truants is higher than emotional adjustment mean score ($M=3.52$) of private school Hindu non-truants. Social adjustment mean score ($M=6.45$) of private Hindu truants is higher than social adjustment mean score ($M=4.64$) of private schools Hindu non-truants. Likewise, educational adjustment mean score ($M=5.08$) of private schools Hindu truants is higher than educational adjustment mean score ($M=3.50$) of private schools Hindu non-truants. Total school adjustment mean score ($M=18.50$) of private school Hindu truants is higher than total school adjustment mean score ($M=11.66$) of private school Hindu non-truants. The obtained 't' values of emotional adjustment is 2.10

social adjustment is 3.06, educational adjustment is 2.34 which are significant at .05 level of confidence. But the value of total school adjustment is 3.40, which is significant at .01 level of confidence. The results and 't' values shows that private school Hindu truants are more maladjusted than private school Hindu non-truants.

Government Schools:

In the same table of religious differences, comparison of government school muslim, sikh, and hindu truants and non-truants.

Muslims: In the area of emotional adjustment mean score (M=6.50) of government school Muslim t ruants is higher than emotional adjustment mean score (M=4.95) of government school Muslim non-truants. But the obtained 't' value is 1.91, which is insignificant. At the same time, sicial adjustment mean score (M=7.20) of government school Muslim truants is higher than social adjustment mean score (M=5.83) of government school Muslim non-truants and the obtained 't' value is 2.10, which is significant at .05 level of confidence. Like this, educational adjustment mean score (M=5.58) of government school Muslim truants is higher than educational adjustment mean score (M= 3.75) of government school Muslim non-truants. As well as total

school adjustment mean score ($M=19.29$) of government school Muslim truants is higher than total school adjustment mean score ($M=14.33$) of government school Muslim non-truants. The obtained 't' value of educational adjustment is 3.00 and total school adjustment is 3.84, which are significant at .01 level of confidence. The 't' values indicate that government school Muslim truants in all the areas of adjustment, except emotional are more maladjusted than government school Muslim non-truants.

Sikhs: From the same table it is evident that emotional adjustment mean score ($M=6.92$) of government schools Sikh truants is higher than emotional adjustment mean score ($M=4.75$) of government school sikh non-truants. But the obtained 't' value is 1.79, and is insignificant which indicates that there is no difference between government school sikhs truants and non-truants. But social adjustment mean score ($M=7.00$) of government schools sikh truants is higher than social adjustment mean score ($M=4.83$) of government schools sikh non-truants. The obtained 't' value is 2.97 which is significant at .01 level of confidence. Likewise educational adjustment mean score ($M=5.45$) and total school adjustment mean score ($M=23.79$) respectively of

government schools sikh truants are higher than educational and total school adjustment score ($M=3.16$) and ($M=12.86$) of government schools sikh non-truants. The obtained 't' value of educational adjustment is 2.63 and total school adjustment is 2.62, which are significant at .05 level of confidence. The results and 't' values indicate that except emotional adjustment in all other areas of adjustment of government schools sikh truants are more maladjusted than government schools sikh non-truants.

Hindus: The same table also shows that emotional adjustment mean score ($M=5.25$) of government schools Hindu truants is higher than emotional adjustment mean score ($M=4.62$) of government schools Hindu non-truants. Like this, social adjustment mean score ($M=6.75$) of government schools Hindu truants is higher than social adjustment mean score ($M=5.45$) of government schools Hindu non-truants, educational adjustment mean score ($M=6.33$) of government schools Hindu truants is higher than educational adjustment mean score ($M=4.64$) of government schools Hindu non-truants. As well as total school adjustment mean score ($M=18.50$) of government schools Hindu truants is also higher than total adjustment mean score ($M=15.00$) of government schools Hindu non-truants. But the obtained 't' values of

emotional adjustment (.72), social adjustment (1.78), educational (1.76) as well as total school adjustment (1.70) are insignificant which show that there is no significant difference between government school Hindu truants and government school Hindu non-truants with respect to their three areas as well as total school adjustment.

The influence of religion on each of the private school and government school subject is somewhat different but does not show any consistent pattern. However, Muslims of private schools have shown significant differences among truants and non-truants with regard to educational and total school adjustment but in the areas of emotional and social adjustment the interactional effect of religion and type of school is contradictory and inconsistent. With little variation the sikh subjects, the truants to non-truants coming from private schools show no significant difference in any sphere of adjustment. But government school sikh truants and non-truants do differ significantly in their social, educational and total adjustment. So far Hindu subjects are concerned it is quite evident that the difference between private school truants and non-truants is significant in all areas of adjustment while between government school truants and non-truants, no difference in any area of adjustment has been observed.

Table No. 5

Showing the Ns, Ms, SDs and 't' values for school adjustment scores of private school 7th, 8th, 9th and 10th classes truants and non-truants and government schools 7th, 8th, 9th and 10th class truants and non-truants in the areas of emotional, social, educational as well as total school adjustment.

Classes (Mean School Ages)

Areas of Adj.	Private Schools								Government Schools							
	7th class (M age 13 yrs)				8th class (M age 14 yrs)				9th class (M age 15 yrs)				10th class (M age 16 yrs)			
	T	NT	T	NT	T	NT	T	NT	T	NT	T	NT	T	NT	T	NT
Emotional	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
	M	6.28	4.50	6.22	4.33	5.28	4.00	6.17	5.05	6.11	5.66	5.22	3.42	7.05	4.05	6.94
	SD	4.48	3.40	2.88	3.14	2.88	3.01	2.97	2.57	3.54	3.80	3.06	2.06	4.60	3.06	4.37
	t	1.30		1.89		1.30		1.21		.36		*2.09		*2.30		.57
Social	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
	M	5.44	4.44	5.11	4.28	6.33	4.94	6.28	3.72	7.05	5.8	6.11	5.00	7.44	5.38	6.88
	SD	3.44	2.14	2.81	1.73	2.18	2.27	2.74	2.02	1.98	2.51	2.73	2.35	3.07	2.05	3.26
	t	1.05		1.07		1.90		**3.01		1.68		1.32		*2.39		1.86
Educational	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
	M	5.38	4.33	5.05	3.38	5.39	4.28	5.38	3.72	5.38	4.16	5.83	4.11	5.05	3.22	6.44
	SD	3.97	3.43	4.03	1.89	3.67	1.87	4.30	1.56	3.19	2.87	3.50	1.99	3.37	2.07	3.68
	t	.85		1.60		1.14		1.55		1.22		1.82		1.96		*2.05
Total School Adjustment	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
	M	17.3	13.28	16.94	12.00	17.43	13.61	17.83	12.50	18.55	15.72	18.05	13.16	19.16	12.35	20.27
	SD	9.20	5.31	7.03	4.58	7.07	4.33	6.82	3.92	7.23	7.10	7.53	4.07	7.07	4.37	8.27
	t	1.60		*2.49		1.96		**2.88		1.18		*2.43		**3.49		*2.19

* - Significant at .05 level of confidence

** - Significant at .01 level of confidence

PRIVATE SCHOOLS:

7th class (Mean Age 13 years): It is evident from table 5 that on the area of emotional adjustment mean score ($M=6.18$) of private schools, 7th class parents is higher than emotional adjustment mean score ($M=4.50$) of private schools 7th class non-truants. At the same time, social adjustment mean score ($M=5.44$) of private schools 7th class truants is higher than social adjustment mean score ($M=4.44$) of private schools 7th class non-truants. Likewise, educational adjustment mean score ($M=5.38$) of private schools 7th class truants is higher than educational adjustment mean score ($M=4.33$) of private schools 7th class non-truants. The total school adjustment mean score ($M=17.3$) of private schools the 7th class truants is also higher than total school adjustment mean score ($M=13.28$) of private schools 7th class non-truants. The obtained (t) values of emotional adjustment being (1.33) social adjustment (1.05) educational adjustment (.85) and total school adjustment (1.60) are insignificant. The results and 't' values show that there is no difference between private school 7th class truants and private schools 7th class non-truants. It may also be concluded that 13 years old truants and non-truants do not differ significantly with respect to any area of the school adjustment inventory and its total score as well.

8th Class Mean Age 14 years:

From total of class grades (table 5) it appears that emotional adjustment mean score ($M=6.22$) of private schools 8th class truants is higher than emotional adjustment mean score ($M=4.33$) of private schools 8th class non-truants. At the same time, social adjustment mean score ($M=5.11$) of private schools 8th class truants is higher than social adjustment mean score ($M=4.28$) of private schools 8th class non-truants. Similarly educational adjustment mean score ($M=5.05$) of private schools 8th class truants is higher than educational adjustment mean score ($M=3.38$) of private schools 8th class non-truants. But the obtained 't' value of emotional adjustment is 1.89. Social adjustment is 1.07, and educational adjustment is 1.60, which are insignificant. The 't' values indicate that there is no significant difference between private schools, 8th class truants and P.S. 8th class non-truants with respect to their emotional, social and educational adjustments. Same is the case with the total schools adjustment mean score ($M=16.94$) of P.S. 8th class truants which is not only higher than total schools adjustment mean score ($M=12.00$) of private schools 8th class non-truants. But it also fails to reach the level of significant difference.

9th Class Mean Age 15 years:

In the same table, emotional adjustment mean score ($M=5.28$) of private schools 9th class truants is higher than emotional adjustment mean score ($M=4.00$) of private schools 9th class non-truants. Likewise, social adjustment mean score ($M=6.33$) of private schools 9th class truants is higher than social adjustment mean score ($M=4.94$) of private schools 9th class non-truants. Educational adjustment mean score ($M=5.39$) of private schools 9th class truants is also higher than educational adjustment mean score ($M=4.28$) of private schools 9th class non-truants. Total school adjustment mean score ($M=17.44$) of private schools 9th class truants is higher than total school adjustment mean score ($M=13.61$) of private schools 9th class non-truants. The obtained 't' value of emotional adjustment is 1.30, social adjustment is 1.90, educational adjustment is 1.14 and total school adjustment is 1.96, all of which are insignificant. The results and 't' values show that there is no significant difference between private schools 9th class truants in any area of adjustment or their total school adjustment.

10th Class Mean Age 16 years:

It is evident from the same table that emotional adjustment mean score ($M=5.28$) of private schools 10th class truants is higher than emotional adjustment mean score ($M=4.00$) of P.S. 10th class non-truants. The

obtained 't' is 1.30, which is insignificant. It shows that there is no significant difference between private school 10th class truants and non-truants. We also find that social adjustment mean score ($M = 6.28$) of private school (P.S) 10th class truants is not only higher than social adjustment mean score ($M = 3.72$) of P.S. 10th class non-truants but is also significant as the obtained 't' value is 3.01 which is significant at .01 level of confidence. Educational adjustment mean score ($M = 5.38$) of private school 10th class truants is higher than educational mean score ($M = 3.72$) of P.S. 10th class non-truants but the obtained 't' value being 1.55, and insignificant shows no difference. The total school adjustment mean score ($M = 17.83$) of P.S. 10th class truants is higher than total school adjustment mean score ($M = 12.00$) of P.S. 10th class non-truants. The obtained 't' value is 2.00 which is significant at .05 level of confidence. The 't' value shows that there is no difference between P.S. 10th class truants and non-truants with respect to their emotional and educational adjustment but P.S. 10th class truants are more mal-adjusted than P.S. 10th class non-truants in the areas of social and total school adjustment.

Above described results of differences between religious groups truants and non-truants of private schools and government schools show that private school Hindu truants and non-truants differ significantly, truants being more maladjusted, in all the areas of adjustment but with regard to sikh truants and non-truants no significant difference is found in any area of adjustment. Muslim truants and non-truants also like their Hindu counterparts differ significantly in all other areas of adjustment except social area. In case of religious groups of government school truants and non-truants the situation of Hindu truants and non-truants is quite reverse and no difference between the two has been found to be significant. But muslim and sikh truants and non-truants differ significantly in social, educationa and total school adjustments. '

Before discussing the results of the table 5, it is necessary to mention that the mean age of 7th class has been found to be 13 years that of 8th class 14 years, 9th classes 15 years and 10th class as 15 years. The result discussion and conclusions, therefore, applicable to any class also apply to its corresponding age level.

Government Schools

7th Class Mean Age 13 years:

It is also apparent from table 5 that government school 7th class truants and non-truants show no significant difference in any area of adjustment. The difference between the two groups in their total adjustment is also insignificant.

8th Class Mean Age 14 years:

In the same table, comparison between government schools 8th class truants and government schools 8th class non-truants shows that in the areas of social and educational adjustment there is no significant difference between the two groups of subjects but in the sphere of emotional adjustment and the total school adjustment truants and non-truants differ significantly. The mean score of truants for emotional ($M=5.22$) and total adjustment ($M=18.05$) are higher than non-truants for both emotional ($M=3.42$) and total school adjustment ($M=13.16$). The 't' values for these areas being 2.09 and 2.43 are significant at .05 level of confidence. The results and 't' values show that there is no difference between government schools 8th class truants and governments' 8th class non-truants with respect to their three areas except total school adjustment.

9th Class Mean Age 15 years:

From table 5 we also find that emotional adjustment mean score ($M=7.05$) of government school 9th class truants is higher than emotional adjustment mean score ($M=4.05$) of government school 9th class non-truants. In the area of social adjustment also mean score ($M=7.44$) of government school 9th class truants is higher than social adjustment mean score ($M=5.38$) of government school 9th class non-truants. Likewise, educational adjustment mean score ($M=5.05$) of government school 9th class truants is higher than educational adjustment mean score ($M=3.22$) of government schools 9th class non-truants. Total school adjustment mean score ($M=19.16$) of government school 9th class truants is also higher than total school adjustment mean score ($M=12.35$) of government schools 9th class non-truants. The obtained 't' value of emotional adjustment is 2.30, social adjustment is 2.39, educational adjustment is 1.96 and that of total school adjustment is 3.49. The 't' value except educational adjustment are significant at .05 level of confidence. But the 't' value of total school adjustment is significant at .01 level of confidence. Educational educational 't' value is insignificant. The mean score and

't' values reveal that government school 9th class truants are more mal-adjusted than governments 9th class non-truants in the spheres of emotional, social and total school adjustment. The difference between the the two groups has not been obtained due to chance or sumpling error.

10th Class Mean Age 16 years:

From the examination of table 5, it is revealed that emotional adjustment mean score ($M=6.94$) of government schools 10th class truants are higher than emotional adjustment mean score ($M=5.66$) of governmen t school 10th class non-truants. At the same time, social adjustment mean score ($M=6.88$) of government school 10th class truants is higher than social adjustment mean score ($M=5.05$) of government school 10th class non-truants educational adjustment mean score ($M=6.44$) of government school 10th class truants is higher than educational adjustment mean score ($M=4.22$) of government school, 10th class non-truants. But the obtained 't' value of emotional adjustment is .57, social adjustment is 1.86, and educational adjustment is 2.05, which are insignificant. It indicates tht there is no real difference between government school, 10th class truants and government school 10th class non-truants with respect to three areas of adjustment. But total

school adjustment mean score (201.27) of government school 10th class truants is higher than total school adjustment mean score ($M=14.94$) of government school 10th class non-truants. The obtained 't' value is 2.19 which is significant at .05 level of confidence. It indicates that government school 10th class truants are more mal-adjusted than government school 10th class non-truants in respect of total school adjustment.

Results of table 5 and their discussion of private schools.

Results of private school truants and non-truants studying in 7th to 10th classes (table 5) with mean classes from 13 years to 16 years and discussion of their differences show that 7th class (age 13 years) and 9th class (age 15 years) truants and non-truants do not differ significantly from each other in any area of adjustment, including total school adjustment but 8th class (age 14 years) truants and non-truants have significant difference in their total school adjustment only while 10th class (age 16 years) truants differ significantly from non-truants in their social adjustment and total school adjustment. With the exception of 10th class truants and non-truants difference in the area of social adjustment it may

safely be concluded that with regard to emotional, social and educational adjustment class grades or ages of private school truants and non-truants have not shown any significant influence with regard to total school adjustment 8th and 10th classes have been found to influence the same.

Government school 7th class (age 13 years) truants and non-truants have followed the pattern of 'no significant difference' like their counterpart private school subjects. 8th and 9th class truants have shown significant difference in emotional and total school adjustments in addition to social adjustment for 9th class subjects alone in which respect 8th class difference is insignificant. Similarly 10th class (age 16 years) truants and non-truants have shown significant difference in their educational and total adjustments only. As a whole class grades and age does not seem to have any patterned and systematic effect upon the adjustment of the truants and the non-truants.

Private Schools:

(i) **Lower Income Group (LIG):** It is evident from table 6 that emotional adjustment mean score ($M=8.25$) of private school truants of lower income group is higher than emotional adjustment mean score ($M=6.58$) of their

Table No. 6

Showing the Ns, Ms, SDs and 't' values for school adjustment scores of private schools lower income group (LIG), middle income group (MIG) and upper income group (UIG) truants and non-truants; and government schools lower income group (LIG), middle income group (MIG) and upper income group (UIG) truants and non-truants in the areas of emotional, social, educational as well as total school adjustment.

Parental Income Group											
Private Schools						Government Schools					
LIG			MIG			UIG			LIG		
Areas of Adj.	T	NT	T	NT	T	T	NT	T	T	NT	T
Emotional	N	24	24	24	24	24	24	24	24	24	24
Adjustment	M	8.25	6.58	6.12	4.24	3.75	2.75	9.87	7.58	6.16	4.20
	SD	3.45	2.79	2.52	2.83	2.56	2.16	3.51	3.45	2.88	2.82
	t	1.85		*2.44		1.47		*2.29		*2.41	
											1.34
Social	N	24	24	24	24	24	24	24	24	24	24
Adjustment	M	7.75	5.12	5.70	4.58	4.54	3.33	8.45	6.66	7.40	5.42
	SD	3.64	2.33	2.68	2.99	2.49	1.43	3.01	2.82	2.29	1.91
	t	**2.98		1.65		*2.08		*2.13		**3.3	
											*2.6
Educational	N	24	24	24	24	24	24	24	24	24	24
Adjustment	M	9.12	5.00	4.37	3.54	3.37	2.62	8.12	5.45	5.91	3.91
	SD	4.14	2.79	2.19	1.99	1.70	1.52	3.34	2.45	2.87	1.78
	t	**4.07		1.38		*2.38		**3.17		**2.94	
											1.33
Total	N	24	24	24	24	24	24	24	24	24	24
School	M	25.54	16.91	16.20	12.16	10.41	9.45	26.45	20.12	19.61	13.54
Adjustment	SD	6.40	4.54	2.41	2.44	3.08	2.27	5.37	4.24	3.70	2.98
	t	**5.59		**5.85		1.76		**4.55		**6.11	
											**3.10

* - Significant at .05 level of confidence

** - Significant at .01 level of confidence

T - Truants

NT - Non-truants

LIG - Lower Income Group

MIG - Middle Income Group

UIG - Upper Income Group

counterpart non-truants. But the obtained 't' value is 1.85, which is insignificant. Social adjustment mean score ($M=7.75$) of private schools truants of lower income group is higher than social adjustment mean score ($M=5.12$) of private schools non-truants of lower income group. Likewise, educational adjustment score ($M=9.12$) of private schools truants of lower income group is higher than educational adjustment mean score ($M=5.00$) of private schools non-truants of lower income group. Similarly school adjustment mean score ($M=25.54$) of private school truants of lower income group is higher than total school adjustment mean score ($M=16.91$) of private school non-truants of same income group. The obtained 't' value of social adjustment is 2.98, educational adjustment is 4.07, and total school adjustment is 5.39, which are significant at .01 level of confidence. The results indicate that private school lower income group truants are more mal-adjusted than their counterpart non-truants in the areas of social, educational and total school adjustments except emotional adjustment.

(ii) Middle Income Group (MIG): Table 6 shows that emotional adjustment mean score ($M=6.12$) of private schools truants of middle income group is higher than emotional adjustment mean score ($M=4.24$) of private

school non-truants of the same income group. The obtained 't' value is 2.44 which is significant at .05 level of confidence. It indicates that with regard to emotional adjustment private schools truants of middle income group are more mal-adjusted than private schools non-truants of the same income group. The mean scores of social and educational adjustment respectively ($M=5.70$) and ($M=4.37$) of private school truants of middle income group are higher than social and educational adjustment mean scores ($M=4.58$) and ($M=3.54$) of private schools non-truants. The obtained 't' values of social and educational adjustment are $t=1.65$ and $t=1.99$, which are insignificant. But total school adjustment mean score ($M=16.70$) of private schools Middle income group truants is higher than total school adjustment mean score ($M=12.16$) of private school non-truants of middle income group. The obtained 't' value is 5.85 which is significant at .01 level of confidence. The 't' values show that private school truants of middle income group are more mal-adjusted than their counterpart non-truants in the area of emotional adjustment as well as in their total school adjustment.

(iii) **Upper Income Group (UIG):** The same table also shows that emotional adjustment mean score ($M=3.75$) of private schools truants of upper income group is higher than emotional adjustment mean score ($M=2.75$) of private schools non-truants of the same income group. But the obtained 't' value is 1.47 which is insignificant. At the same time social adjustment mean score ($M=4.54$) of private school truants of upper income group is higher than social adjustment mean score ($M=3.33$) of their counterpart non-truants. Similarly, educational adjustment mean score ($M=3.37$) of private schools UIG truants is higher than educational adjustment mean score ($M=2.62$) of private schools non-truants of the same income group. The obtained 't' value of social adjustment is 2.08 and that of educational adjustment is 2.38, which are significant at .05 level of confidence. The results indicate that private school upper income group truants are more mal-adjusted than non-truants of private school upper income group in the area of social and educational adjustment. But total school adjustment mean score ($M=10.41$) of private school upper income group truants is higher than total school adjustment mean score ($M=9.45$) of private school non-truants of the same income group. But the obtained 't' value is 1.76 which is insignificant.

On the basis of the above results and discussion it may safely be concluded that income of the parents of private school middle income group truants and non-truants influences their adjustment comparatively less than the other two income groups, namely LIG & UIG. Lower income group truants and non-truants of private schools are emotionally not different from each other in their adjustment. But MIG subject do differ in this respect. At the same time it makes no difference in social and educational adjustment. The UIG strongly shows similarly of adjustment pattern with their most different LIG group.

Government Schools:

(i) **Lower Income Group (LIG):** In the table of parental income groups show that emotional adjustment mean score ($M=9.87$) of government school truants of lower income group is higher than emotional adjustment mean score ($M=7.58$) of government school non-truants of lower income group. Likewise, social, educational and total school adjustment mean scores ($M=8.45$), ($M=8.12$) and ($M=26.45$) respectively are higher than social, educational and total school adjustment mean scores ($M=6.66$), ($M=5.45$) and ($M=20.12$) of government schools lower income group non-truants. The obtained 't' value

of social adjustment is 2.13, which is significant at .05 level of confidence, the 't' value of educational adjustment is 3.17 and total school adjustment is 4.55, which are significant at .01 level of confidence. These 't' values show that private school truants of lower income group are more mal-adjusted than their counterpart non-truants in all the areas of adjustment including total school adjustment.

(ii) **Middle Income Group (MIG):** It is apparent from table 6 that emotional adjustment, social adjustment, educational adjustment and total school adjustment mean scores ($M=6.16$), ($M=7.4$), ($M=5.91$) and ($M=19.61$) of government school truants of middle income groups are higher than emotional, social, educational and total school adjustment mean scores ($M=4.20$), ($M=5.42$), ($M=3.91$) and ($M=13.54$) respectively of their counterpart non-truants. The obtained 't' value of emotional adjustment is 2.41, social adjustment is 3.3, educational adjustment is 2.44 and total school adjustment is 6.11, which are significant at .01 level of confidence. At 't' values indicate that government school truants are more mal-adjusted than government school non-truants of the same income group in all areas of adjustment.

(iii) Upper Income Group (UIG): An examination of table-6 reveals that emotional adjustment mean score ($M=3.54$) of government schools upper income group truants is higher than emotional adjustment mean score ($M=2.41$) of government schools upper income group non-truants. But the obtained 't' value is 1.34 which is insignificant. Likewise, social adjustment score ($M=5.42$) of government school truants of upper income group is higher than social adjustment mean score ($M=3.91$) of government schools upper income group non-truants. The obtained value is 2.6, which is significant at .05 level of confidence. Educational adjustment mean score ($M=3.33$) of government schools truants of upper income group is higher than educational adjustment mean score ($M=2.41$) of government schools upper income group non-truants. But the obtained 't' value is 1.33, which is insignificant. On the basis of which it may be said that government school upper income group truants do not differ significantly from government schools upper income group non-truants. Similarly, total school adjustment mean score ($M=11.54$) of government schools truants of upper income group is higher than total school adjustment mean score ($M=8.62$) of government schools upper income group non-truants. The obtained 't' value is 3.10 which is significant at .01 level of confidence. The 't' values and results indicate

that government schools upper income group truants are more mal-adjusted than government schools upper income group non-truants in the area of social and total school adjustments but not in their emotional and educational adjustments.

Overall results of government schools different income group truants and non-truants show that they differ significantly from each other in lower and middle income groups with respect to emotional, social and educational as well as total school adjustments. These income groups seem to have some inherent power to discriminate their truants and non-truants in all adjustment areas. But upper income group truants and non-truants show this characteristic social, educational and total school adjustment.

The distinction within each income group truants and non-truants is more wide spread, prominent and significant than those of private schools.

SUMMARY

Influenced by the brilliant remark of Chauhan (1968) and research findings of Gibbion (1968), Jain (1969), Thabore (1972), Moos & Moos (1978) and Trickett & Moos (1979) and importance of truancy as a source of national wastage of money and manpower. The present problem was chosen with the objective of finding out some clue to its treatment and correction.

In the light of the above influences and motivation the investigator chose to study school adjustment of truants and non-truants studying in government and private schools and selected a sample of 144 truants and 144 non-truants by stratified random sample method matched for types of schools; Private and government & socio-economic variables such as locality, religion, class, age and income of the parents. From each type of schools 144 subjects in all were chosen out of which 72 were truants and other 72 were non-truants. Further division of these two groups of subject with respect to socio-economic variables stated above was done according to the plan which has been diagrammatically presented in Figure 1. All the subjects of the investigation were boys studying from 7th to 10th classes with mean age of the class ranging from 13 to 16 years of rural and urban private and government

schools. Both the groups of truants and non-truants represented three income groups, lower, middle and upper as well as three religion groups namely Muslim, Sikh and Hindu.

To measure the adjustment of truants and non-truants. "Adjustment inventory for school students" by Sinha and Singh (1971) was used. The inventory consists 60 items, measuring emotional, social, educational adjustment. The aggregate of all the three areas results in total school adjustment. The inventory has been standardized properly and found highly reliable and valid.

To test the significance of difference between truants and nont-truants with regard to types of school locality and other variables. The 't' test of significance of difference between means was applied. Significance was real, not obtained due to chance or sampling error.

The results showed:

1. That truants and non-truants distinct groups as a whole differed significantly from each other with regard to emotional, social, educational and total school adjustments. The truants were significantly more maladjusted than their counterpart non-truants.

2. That truants and each type of school in comparison to their counterpart non-truants were significantly more maladjusted and the difference between the two groups of subjects was highly significant. An examination of 't' values, means and other statistics also reveal, though with caution that government schools truants and non-truants both in comparison to their counterpart truants or non-truants in private schools are more maladjusted in all the areas of adjustment.
3. That with regard to rural and urban locality, private and government schools 6 and 8 't' values respectively under each type of school have been found significant. In rural private schools truants and non-truants differ significantly in social adjustment only alongwith total school adjustment but urban private school truants and non-truants differ significantly in all areas of adjustment, including total school adjustment. At the same time, rural government schools truants and non-truants differ significantly in all areas of adjustment, except emotional adjustment. But urban government school truants are more maladjusted than non-truants in all areas of adjustment and

difference between the two is significant. The results show that locality is a potent factor which influences the adjustment of truants and non-truants differentially.

4. That with regard to the influence of religion on each of the private and government school truants and non-truants, it appears that differences do not show any consistent pattern. However, private school Muslim truants were significantly different from private school non-truants in the all areas of adjustment except social adjustment. But, sikh subjects; truants and non-truants in private schools show no difference in any sphere of adjustment. Private school Hindu truants and non-truants also differ significantly, truants being more maladjusted in all areas of adjustment. On the other hand, government school Muslim truants are more maladjusted with regard to social, educational and total school adjustment except emotional adjustment. Government school sikh subjects; truants and non-truants differ significantly with regard to social, educational and total school adjustment except emotional adjustment. But, in government schools, Hindu truants and non-truants results are

opposite to ~~their counterpart~~ ^{Hindus no} P.S/ difference between the two has been found to be significant.

5. That with regard to class grades and ages the means, 't' values and other statistics show that private school 7th class (Mean class age 13 years) and 9th class (age 15 years) truants and non-truants do not differ significantly from each other in any area of adjustment including total school adjustment, but 8th class (age 14 years) truants and non-truants have significant difference in their total school adjustment only. While 10th class (age 16 years) truants and non-truants differ significantly with regard to emotional and educational adjustment. So it may therefore, be safely concluded that that is no specific difference in each class of private schools. Similarly, government schools 7th class (age 13 years) truants and non-truants have followeed the pattern of no significant difference like their counterpart private school subjects. 8th class (age 14 years) subject differ significantly in spheres of emotional and total school adjustment but in 9th class (age 15 years) truants and non-truants of government schools have shown significant difference in

emotional, social and total school adjustment. Government school 10th class (age 16 years) truants and non-truants differ significantly in educational adjustment and total school adjustment the result show that class grades and class mean ages as a whole do not have any pattern and systematic effect upon adjustment of the truants and non-truants both in private and government schools.

6. That with regard to parental income of the subjects in private schools and government school, 5 and 2 t values are insignificant. In private school, Middle Income Group truants are not significantly different from middle income group not-truants in the area of social and educational adjustment. Likewise, U.I.G truants are not significantly different from U.I.G. non-truants in the areas of emotional and total school adjustment. Lower Income Group (LIG) truants and non-truants are not different from each other in their emotional adjustment. In govt schools LIG and MIG truants and non-truants significantly different in all areas of adjustment but in UIG truants and non-truants

differ only in two areas of adjustment i.e. social adjustment and total school adjustment. It may, therefore, be safely concluded that the distinction within each income group truants and non-truants is more widespread significant than private school.

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Adjustment Inventory for School Students

(HINDI VERSION)

Constructed and Standardized by,

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निम्न सूचनायें परीक्षार्थी को भरनी हैं	
विद्यार्थी का नाम -	लड़का/लड़की
स्कूल का नाम—	
आयु -	कक्षा -
जिला	दिनांक

निर्देश

अगले पन्नों पर तुम्हारे स्कूल से सम्बन्धित कुछ प्रश्न दिए हैं जिनके सामने “हाँ” और “नहीं” लिखा है। प्रत्येक प्रश्न को ध्यान से पढ़ो और यह निश्चय कर लो कि तुम किसी भी प्रश्न का उत्तर “हाँ” के द्वारा देना चाहते हो या “नहीं” के द्वारा। यदि “हाँ” के द्वारा देना चाहते हो तो “हाँ” को भेरो और “नहीं” के द्वारा तो “नहीं” को धेरो। याद रहे कि तुम्हारा उत्तर किसी दूसरे व्यक्ति को नहीं बताया जायेगा। इसलिए बिना किसी सवोच भाव के सभी प्रश्नों के उत्तर दो। समय की पाबन्दी नहीं है, फिर भी यथाशीघ्र समाप्त करने का प्रयास करो।

Adjustment Area	Emotional(क)	Social (ख)	Educational (ग)
SCORES			

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- १ (क) क्या तुमको स्कूल में हमेशा किसी भी बात का डर लगा रहता है ? हाँ नहीं
- २ (ख) क्या तुम अपने सहपाठियों से मिलने से भागते हो ? हाँ नहीं
- ३ (ग) पढ़ी हुई चीज को क्या तुम जल्दी भूल जाते हो ? हाँ नहीं
- ४ (क) किसी सहपाठी से कुछ अनुचित बात अनजाने वाला जाता है तो क्या तुम तुरन्त क्रुद्ध हो जाते हो ? हाँ नहीं
- ५ (ख) क्या तुम लजालू स्वभाव के हो ? हाँ नहीं
- ६ (ग) क्या तुमको परीक्षा से डर लगता है ? हाँ नहीं
- ७ (क) किसी शिक्षक द्वारा किसी गलती के लिये डाँटे जाने पर क्या तुम चिंतित रहते हो ? हाँ नहीं
- ८ (ख) क्या तुम क्लास में किसी चीज को नहीं समझने पर शिक्षक से उठकर प्रश्न पूछने में हिचकिचाते हो ? हाँ नहीं
- ९ (ग) क्या क्लास की पढ़ाई को समझने में तुम्हें कठिनाई होती है ? हाँ नहीं
- १० (क) क्या तुम अपने उन सहपाठियों से जिन्हें शिक्षक अधिक मानते हैं, ईर्ष्या करता हो ? हाँ नहीं
- ११ (ख) क्या तुम शिक्षकों के बीच देखटके जाते हो ? हाँ नहीं
- १२ (ग) क्या क्लास की पढ़ाई को तुम ठीक से नोट कर लेते हो ? हाँ नहीं
- १३ (क) क्या तुम यह देखकर कि तुम्हारे बहुत से सहपाठी तुमसे अच्छे हैं द्वेष करने लगते हो ? हाँ नहीं
- १४ (ख) क्या स्कूल में तुम्हें कभी-कभी ऐसा लगता है कि तुम्हारा कोई मित्र नहीं है ? हाँ नहीं
- १५ (ग) क्या क्लास में पढ़ाई के समय तुम प्रायः ऊँघते हो ? हाँ नहीं
- १६ (क) कुछ विद्यार्थियों को आपस में बात करते देखकर क्या तुम्हें लगता है कि शायद तुम्हारी निन्दा कर रहे हैं ? हाँ नहीं
- १७ (ख) क्या तुम आसानी से दोस्ती कर लेते हो ? हाँ नहीं
- १८ (ग) क्या तुम इस स्कूल के शिक्षकों की पढ़ाई से सन्तुष्ट रहते हो ? हाँ नहीं
- १९ (क) क्या तुम स्कूल के किसी भी कार्यक्रम में आगे नहीं आगे पर दूसरों पर अपना क्रोध प्रकट करने लगते हो ? हाँ नहीं

- २० (ख) जब कुछ लड़के इकट्ठे होकर बात करते रहते हैं तो क्या तुम भी वेखटके उसमें शामिल हो जाते हो ? हाँ नहीं
- २१ (ग) क्या तुम ऐसा समझते हो कि स्कूल के शिक्षक तुम्हारे कठिनाई पर ध्यान नहीं देते हैं ? हाँ नहीं
- २२ (क) क्या तुम स्कूल में प्रायः उदास और खिन्न रहते हो ? हाँ नहीं
- २३ (ख) क्या तुम सहपाठियों से मिलकर एक साथ काम करना चाहते हो ? हाँ नहीं
- २४ (ग) क्या तुम अपनी पढ़ाई की प्रगति में संतुष्ट हो ? हाँ नहीं
- २५ (क) क्या तुमको ऐसा लगता है कि शिक्षक तुम्हारा अवहेलना करते हैं ? हाँ नहीं
- २६ (ख) क्या तुम क्लास में शिक्षक का ध्यान आनो और आकर्षित करने की चेष्टा करते हो ? हाँ नहीं
- २७ (ग) क्या पढ़ना तुम्हारे लिये भार मालूम पड़ता है ? हाँ नहीं
- २८ (क) क्या जब कोई विद्यार्थी शिक्षक से तुम्हारा साधारण शिक्षायात् की बात करता है तो तुम आवेश में आकर उसका हानि पहुँचाने के लिए प्रयत्न करते रहते हो ? हाँ नहीं
- २९ (ख) क्या तुम प्रायः एकान्त में रहना पसन्द करते हो ? हाँ नहीं
- ३० (ग) क्या तुम्हारे शिक्षक पठन नमन्या तुम्हारा कठिनाई को दूर करने के लिए हमेशा तत्पर रहते हैं ? हाँ नहीं
- ३१ (क) क्या तुम अपने स्कूल से प्रायः अमनुष्ट रहते हो ? हाँ नहीं
- ३२ (ख) क्या तुम अपने स्कूल के विद्यार्थियों से मेलजोल बढ़ाते रहते हो ? हाँ नहीं
- ३३ (ग) क्या तुम्हारे स्कूल के शिक्षक तुम्हारा प्रशंसा करते हैं ? हाँ नहीं
- ३४ (क) क्या तुम गलती करने पर भी सोनाजोरी करने पर तुल जाते हो ? हाँ नहीं
- ३५ (ख) क्या तुम क्लास में आगे की सीटों पर बैठना पसंद नहीं करते हो ? हाँ नहीं
- ३६ (ग) क्या परीक्षा में प्रायः तुम कम अंक पाते हो ? हाँ नहीं
- ३७ (क) क्या जब शिक्षक तुमसे कोई प्रश्न पूछते हैं तो तुम्हारे मन में उनके प्रति द्वेष का भाव उत्पन्न हो जाता है ? हाँ नहीं
- ३८ (ख) क्या तुम्हारा अपने सहपाठियों से मेलजोल रहता है ? हाँ नहीं